

Agenda--April 17, 2006

California State Board of Education (SBE) meeting agenda.

AGENDA April 17, 2006 - 1:30 P.M.

State Board Members

Glee Johnson, President
Kenneth Noonan, Vice President

Alan Bersin
Ruth Bloom
Yvonne Chan
Don Fisher
Ruth E. Green
Joe Nuñez
Johnathan Williams
Paul Gardner, III, Student Member

Secretary & Executive Officer

Hon. Jack O'Connell

Executive Director

Roger Magyar

SCHEDULE OF MEETING	LOCATION
Monday, April 17, 2006 1:30 p.m. ± STATE BOARD OF EDUCATION Closed Session - IF NECESSARY (The public may not attend.)	California Department of Education 1430 N Street, Room 1101 Sacramento, California 916-319-0827

The Closed Session (1) may commence earlier than 1:30 p.m.; (2) may begin at or before 1:30 p.m., be recessed, and then be reconvened later in the day; or (3) may commence later than 1:30 p.m.

CLOSED SESSION AGENDA

Under *Government Code* section 11126(e)(1), the State Board of Education hereby provides public notice that some or all of the pending litigation which follows will be considered and acted upon, as necessary and appropriate, in closed session:

- *Brian Ho, et al., v. San Francisco Unified School District, et al.*, United States District Court, Northern District of California, Case No. C-94-2418 WHO
- *California Association of Private Special Education Schools, et al., v. California Department of Education, et al.*, Los Angeles County Superior Court, Case No. BC272983, and related appeal
- *California Parents for the Equalization of Educational Materials v. California State Board of Education, et al.* U.S. Eastern District of California, Case No. 2:06-CV-00532-FCD-KJM
- *CAPSES, et al. v. Cal. Dept. of Education, et al.*, Second Appellate District Court of Appeal Case No. B181843
- *Centinela Valley Union High School District v. State Board of Education, et al.*, Los Angeles Superior Court, Case No. BS093483
- *Chapman, et al. v. California Department of Education, et al.*, Alameda County Superior Court, Case No. 2002-049636

- *Chapman, et al. v. California Department of Education, et al.*, United States District Court, Northern District of California, Case No. C-01-1780 BZ
- *Coachella Valley Unified School District, et.al., v. State of California, et.al.* Case No. CPF-05-505334
- *Daniel, et al. v. State of California, et al.*, Los Angeles Superior Court, Case No. BC214156
- *Donald Urista, et al. v. Torrance Unified School District, et al.*, United States District Court, Central District of California, No. 97-6300 ABC
- *Emma C., et al. v. Delaine Eastin, et al.*, United States District Court, Northern District of California, Case No. C 96 4179
- *EMS-BP, LLC, Options for Youth Burbank, Inc. et al. v. California Department of Education, et al.*, Sacramento County Superior Court, Case No. 03CS01078 / 03CS01079 and related appeal
- *Ephorm, et al. v. California Board of Education, et al.*, Los Angeles Superior Court, Case No. TC013485
- *Hindu American Foundation, et al., v. California State Board of Education*, Sacramento Superior Court Case No. 06CS00386
- *K.C. et al. v. Jack O'Connell, et al.*, U.S. District Court, Northern District of California, Case No. C 05 4077 MMC
- *Kidd, et al., v. California Department of Education, et al.*, Alameda Superior Court Case No. 2002049636
- *Maureen Burch, et al. v. California State Board of Education*, Los Angeles County Superior Court, Case No. BS034463 and related appeal
- *McNeil v. State Board of Education*, San Mateo County Superior Court, Case No. 395185
- *Medina, et al., v. State of California Department of Education et al.*, San Francisco Superior Court Case No. CPF-06-506068
- *Meinsen, et al. v. Grossmont Unified School District, et al.*, U.S. District Court, Southern District of California, Case No. C 96 1804 S LSP (pending)
- *Options for Youth, et al., v. California Department of Education, et al.*, Los Angeles Superior Court Case No. BC 347454
- *Porter, et al., v. Manhattan Beach Unified School District, et al.*, United States District Court, Central District, Case No. CV-00-08402
- *Roxanne Serna, et al., v. Delaine Eastin, State Superintendent of Public Instruction, et al.*, Los Angeles County Superior Court, Case No. BC174282
- *San Francisco NAACP v. San Francisco Unified School District, et al.*, United States District Court, Northern District of California, Case No. 78-1445 WHO
- *San Mateo-Foster City School District, et al., v. State Board of Education*, San Mateo County Superior Court, Case No. 387127
- *San Rafael Elementary School District v. State Board of Education, et al.*, Sacramento County Superior Court, Case No. 98-CS01503 and related appeal
- *Sonoma County Superintendents of Schools, et. al. v. Special Education Hearing Office, et.al.* Sacramento County Superior Court, Case No. 04AS0393
- *Valenzuela, et al., v. Jack O'Connell, et al.*, San Francisco Superior Court, Case No. CPF 06506050
- *Tinsley v. State of California*, San Mateo County Superior Court, Case No. 206010
- *Wilkins, et al., v. California Board of Education, et al.*, Los Angeles Superior Court, Case No. TC014071
- *Williams, et al. v. State of California, et al.*, San Francisco Superior Court, Case No. 312236
- *Wilson, et al. v. State Board of Education, et al.*, Los Angeles Superior Court, Case No. BC254081

Under *Government Code* section 11126(e)(2), the State Board of Education hereby provides public notice that it may meet in closed session to determine whether, based on existing facts and circumstances, any matter presents a significant exposure to litigation [see *Government Code* section 11126(e)(2)(B)(ii)] and, if so, to proceed with closed session consideration and action on that matter, as necessary and appropriate [see *Government Code* section 11126(e)(2)(B)(i)]; or, based on existing facts and circumstances, if it has decided to initiate or is deciding whether to initiate litigation [see *Government Code* section 11126(e)(2)(C)].

Under *Government Code* section 11126(c)(14), the State Board of Education hereby provides public notice that it may meet in closed session to review and discuss the actual content of pupil achievement tests (including, but not limited to, the High School Exit Exam) that have been submitted for State Board approval and/or approved by the State Board.

Under *Government Code* section 11126(a), the State Board of Education hereby provides public notice that it may meet in closed session regarding the appointment, employment, evaluation of performance, or dismissal of employees exempt from civil service under Article VII, Section 4(e) of the California Constitution.

SCHEDULE OF MEETING	LOCATION
Monday, April 17, 2006 1:30 p.m. ± STATE BOARD OF EDUCATION	California Department of Education 1430 N Street, Room 1101 Sacramento, California 916-319-0827

Please see the public session agenda included below for more information about the items to be considered and acted upon. The public is welcome.

ALL TIMES ARE APPROXIMATE AND ARE PROVIDED FOR CONVENIENCE ONLY

**ALL ITEMS MAY BE RE-ORDERED TO BE HEARD ON ANY DAY OF THE NOTICED MEETING
THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE**

Persons wishing to address the State Board of Education on a subject to be considered at this meeting, including any matter that may be designated for public hearing, are asked to notify the State Board of Education Office (see telephone/fax numbers below) by noon of the third working day before the scheduled meeting/hearing, stating the subject they wish to address, the organization they represent (if any), and the nature of their testimony. Time is set aside for individuals so desiring to speak on any topic NOT otherwise on the agenda (please see the detailed agenda for the Public Session). In all cases, the presiding officer reserves the right to impose time limits on presentations as may be necessary to ensure that the agenda is completed.

REASONABLE ACCOMMODATION FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the *Rehabilitation Act of 1973* and the *Americans with Disabilities Act of 1990*, any individual with a disability who requires reasonable accommodation to attend or participate in a meeting or function of the California State Board of Education (SBE), may request assistance by contacting the SBE Office, 1430 N Street, Suite 5111, Sacramento, CA, 95814; telephone, 916-319-0827; fax, 916-319-0175.

PUBLIC SESSION AGENDA

Monday, April 17, 2005
1:30 p.m.±

California Department of Education
State Board of Education Conference Room
1430 N Street, Suite 5111
Sacramento, California
916-319-0827

- Call to Order
- Salute to the Flag
- Communications
- Announcements
- Report of the Superintendent
- Special Presentations

ITEM 1 (DOC; 157KB; 3pp.)	<p>PUBLIC COMMENT.</p> <p>Public Comment is invited on any matter <u>not</u> included on the printed agenda. Depending on the number of individuals wishing to address the State Board, the presiding officer may establish specific time limits on presentations.</p>	INFORMATION
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*****PUBLIC HEARING*****

Public Hearing on the following agenda item will commence no earlier than **1:30 p.m.** The Public Hearing will be held at or after **1:30 p.m.** as the business of the State Board permits

ITEM 2 (DOC; 85KB; 6pp.)	<p><i>Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve: Public Hearing and Adoption of Updated Framework</i></p> <ul style="list-style-type: none"> • Attachment 1 • Attachment 2 (PDF; 35KB; 1p.) • Attachment 3 (DOC; 44KB; 3pp.) • Last Minute Memorandum (DOC; 52KB; 2pp.) • Last Minute Memorandum Attachment 1 (DOC; 24KB; 1p.) • Last Minute Memorandum Attachment 2 (DOC; 64KB; 5pp.) • Last Minute Memorandum Attachment 3a (DOC; 27KB; 2pp.) • Last Minute Memorandum Attachment 3b (DOC; 39KB; 3pp.) • Last Minute Memorandum Attachment 4 (DOC; 81KB; 9pp.) • Last Minute Memorandum Attachment 5 (PDF; 16MB; 72pp.) • Last Minute Memorandum Attachment 6 (DOC; 109KB; 18pp.) 	<p>ACTION INFORMATION</p> <p>PUBLIC HEARING</p>
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END OF PUBLIC HEARING

ITEM 3 (DOC; 74KB; 3pp.)	<p>No Child Left Behind Act of 2001: Approve Supplemental Educational Services Providers for 2006-08</p>	<p>ACTION INFORMATION</p>
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ADJOURNMENT OF THE MEETING

For more information concerning this agenda, please contact the State Board of Education at 1430 N Street, Room 5111, Sacramento, CA, 95814; telephone 916-319-0827; fax 916-319-0175. To be added to the speaker's list, please fax or mail your written request to the above-referenced address/fax number. This agenda is posted on the [State Board of Education's Web site](http://www.cde.ca.gov/be/). [http://www.cde.ca.gov/be/]

Questions: State Board of Education | 916-319-0827

Last Reviewed: Thursday, August 04, 2011

California Department of Education
[Mobile site](#) | [Full site](#)



CALIFORNIA STATE BOARD OF EDUCATION

APRIL 17, 2006 AGENDA

SUBJECT STATE BOARD PROJECTS AND PRIORITIES. Including, but not limited to, future meeting plans; agenda items; State Board office budget, staffing, appointments, and direction to staff; declaratory and commendatory resolutions; update on litigation; bylaw review and revision; review of the status of State Board-approved charter schools as necessary; Board Liaison Reports; and other matters of interest.	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing
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RECOMMENDATION

Take action (as necessary and appropriate) regarding State Board Projects and Priorities.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At each regular meeting, the State Board has traditionally had an agenda item under which to address "housekeeping" matters, such as agenda planning, non-closed session litigation updates, non-controversial proclamations and resolutions, bylaw review and revision, Board liaison reports; and other matters of interest. The State Board has asked that this item be placed appropriately on each agenda.

SUMMARY OF KEY ISSUES

Board Member Liaison Reports

Board Members serve as liaisons to various committees, organizations, and issue areas. When appropriate, the Liaisons provide short oral reports on issues of interest to the State Board. At this time, there are several vacant liaison positions that Board Members may wish to accept.

FISCAL ANALYSIS (AS APPROPRIATE)

Not applicable for this "housekeeping" item.

ATTACHMENT(S)

Attachment 1 State Board Bylaws (as amended July 9, 2003) (10 pages)
Attachment 2: Agenda Planner 2005-2006 (3 Pages)
Attachment 3: Acronyms Chart (3 Pages)

AGENDA PLANNER 2005-2006

MARCH 8-9, 2006 SACRAMENTO

Board Meeting

- Consolidated Applications, report on districts that received conditional approval, including their progress toward compliance
- STAR, update/action as necessary
- CAHSEE, update/action as necessary
- CELDT, update/action as necessary
- No Child Left Behind Act, update/action as necessary

Other Dates of Interest to the State Board:

- Advisory Commission on Special Education, Sacramento, Sacramento, March 23-24
- 2006 Science Primary Adoption, training for IMAP and CRP members, Sacramento, March 27-30

APRIL 2006 NO MEETING SCHEDULED

Dates of Interest to the State Board:

- Curriculum Development and Supplemental Materials Commission, Sacramento, April 3 (if necessary)
- 2006 Visual and Performing Arts Primary Adoption, training for IMAP and CRP members, Sacramento, April 4-7

MAY 10-11, 2006 SACRAMENTO

Board Meeting

- No Child Left Behind Act, approve supplemental educational service providers
- STAR, update/action as necessary
- CAHSEE, update/action as necessary
- CELDT, update/action as necessary
- No Child Left Behind Act, update/action as necessary

Dates of Interest to the State Board:

- Curriculum Development and Supplemental Materials Commission, Sacramento, May 18-19
- Advisory Commission on Special Education, Sacramento, Sacramento, May 25-26

JUNE 2006 NO MEETING SCHEDULED

Dates of Interest to the State Board:

To be determined

AGENDA PLANNER 2005-2006

JULY 12-13, 2006..... SACRAMENTO

Board Meeting

- STAR, update/action as necessary
- CAHSEE, update/action as necessary
- CELDT, update/action as necessary
- No Child Left Behind Act, update/action as necessary

Other Dates of Interest to the State Board:

- 2006 Science Primary Adoption, IMAP/CRP deliberations, Sacramento, July 10-13
- 2006 Visual and Performing Arts Primary Adoption, IMAP/CRP deliberations, Sacramento, July 31 – August 3
- Biennial Report to the Governor on the State Board's Actions and Operations for the Years 2004-2006.

AUGUST 2006.....NO MEETING SCHEDULED

Dates of Interest to the State Board:

- 2006 Visual and Performing Arts Primary Adoption, IMAP/CRP deliberations, Sacramento, July 31 – August 3

SEPTEMBER 6-7, 2006 SACRAMENTO

Board Meeting

- Consolidated Applications for 2006-07, for approval
- STAR, update/action as necessary
- CAHSEE, update/action as necessary
- CELDT, update/action as necessary
- No Child Left Behind Act, update/action as necessary
- Instructional Materials Fund budget, for approval

Other Dates of Interest to the State Board:

- Biennial report from State Board of Education due to State Legislature
- Curriculum Development and Supplemental Materials Commission, Sacramento, September 28-29
- 2006 Science Primary Adoption, Curriculum Commission action on IMAP/CRP recommendations, Sacramento, September 28-29
- 2006 Visual and Performing Arts Primary Adoption, Curriculum Commission action on IMAP/CRP recommendations, Sacramento, September 28-29

OCTOBER 2006.....NO MEETING SCHEDULED

Dates of Interest to the State Board:

To be determined

AGENDA PLANNER 2005-2006

NOVEMBER 8-9, 2006 SACRAMENTO

Board Meeting

- Consolidated Applications for 2006-07, for approval
- STAR, update/action as necessary
- CAHSEE, update/action as necessary
- CELDT, update/action as necessary
- No Child Left Behind Act, update/action as necessary
- 2006 Science Primary Adoption, Curriculum Commission action on IMAP/CRP recommendations, Sacramento, September 28-29
- 2006 Visual and Performing Arts Primary Adoption, Public Hearing and action on Curriculum Commission adoption recommendations

Other Dates of Interest to the State Board:

- Curriculum Development and Supplemental Materials Commission, Sacramento, November 30 – December 1

DECEMBER 2006 NO MEETING SCHEDULED

Dates of Interest to the State Board:

- Curriculum Development and Supplemental Materials Commission, Sacramento, November 30-December 1
- California High School Proficiency Exam contract expires, December 31

ACRONYMS CHART

<i>ACRONYMS</i>	
AB	Assembly Bill
ACCS	Advisory Commission on Charter Schools
ACES	Autism Comprehensive Educational Services
ACSA	Association of California School Administrators
ADA	Americans with Disabilities Act
ADA	Average Daily Attendance
AFT	American Federation of Teachers
AP	Advanced Placement
API	Academic Performance Index
ASAM	Alternative Schools Accountability Model
AYP	Adequate Yearly Progress
BTSA	Beginning Teacher Support and Assessment
CAHSEE	California High School Exit Examination
CAPA	California Alternate Performance Assessment
CASBO	California Association of School Business Officials
CASH	Coalition for Adequate School Housing
CAT/6	California Achievement Test, 6th Edition
CCSESA	California County Superintendents Educational Services Association
CDE	California Department of Education
CELDT	California English Language Development Test
CFT	California Federation of Teachers
CHSPE	California High School Proficiency Exam
CNAC	Child Nutrition Advisory Council
COE	County Office of Education
ConAPP	Consolidated Applications
CRP	Content Review Panel
CSBA	California School Boards Association
CSIS	California School Information System
CST	California Standards Test
CTA	California Teachers Association
CTC	California Commission on Teacher Credentialing

	ACRONYMS CHART
<i>ACRONYMS</i>	
EL	English Learner
ELAC	English Learner Advisory Committee
ESL	English as a Second Language
FAPE	Free and Appropriate Public Education
FEP	Fluent English Proficient
GATE	Gifted and Talented Education
GED	General Education Development
HPSGP	High-Priority School Grant Program
HumRRD	Human Resources Research Organization
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
II/USP	Immediate Intervention/Underperforming Schools Program
IMAP	Instructional Materials Advisory Panel
IMFRP	Instructional Materials Fund Realignment Program
LEA	Local Educational Agency
LEP	Limited English Proficient
NAEP	National Assessment of Educational Progress
NEA	National Education Association
NCLB	No Child Left Behind Act of 2001
NPS/NPA	Non Public Schools/Non Public Agencies
NRT	Norm-Referenced Test
OSE	Office of the Secretary for Education
PAR	Peer Assistance and Review Program for Teachers
PSAA	Public School Accountability Act
ROP	Regional Occupation Program
RLA/ELD	Reading/Language Arts/English Language Development
SABE/2	Spanish Assessment of Basic Education, 2nd Edition
SAIT	School Assistance and Intervention Team
SARC	School Accountability Report Card
SAT 9	Stanford Achievement Test, 9th Edition

	ACRONYMS CHART
<i>ACRONYMS</i>	
SB	Senate Bill
SEA	State Educational Agency
SELPA	Special Education Local Plan Area
SBCP	School Based Coordination Program
SBE	State Board of Education
SSPI	State Superintendent of Public Instruction (Jack O'Connell)
STAR	Standardized Testing and Reporting Program
TDG	Technical Design Group (PSAA Advisory Committee)
USD	Unified School District
USDE	United States Department of Education
UTLA	United Teachers-Los Angeles
WIA	Workforce Investment Act



CALIFORNIA STATE BOARD OF EDUCATION

APRIL 17, 2006 AGENDA

SUBJECT

Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve: Public Hearing and Adoption of Updated Framework.

- ☒ Action
- ☒ Information
- ☒ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) hold a public hearing and adopt the updated *Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve*, as shown in Attachment 1, and amend Chapter 9, "Criteria for Evaluating Instructional Materials: Reading/Language Arts/English Language Development, Kindergarten Through Grade Eight," to include language about the education principles for the environment.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

- December 1997: The SBE adopted the *English-Language Arts Content Standards*. These *Standards* are rigorous, world-class standards meant for all students in California.
- December 1998: The SBE adopted the *Reading/Language Arts Framework*. The *Framework* provides guidance regarding the content *Standards*, curriculum, and instruction, including universal access to the curriculum for all students.
- January 2002: The SBE adopted instructional materials in reading/language arts/English language development for kindergarten through grade eight for the primary adoption.
- September 2005: The SBE adopted additional instructional materials in reading/language arts/English language development for kindergarten through grade eight for the follow-up adoption.
- March 2006: The SBE postponed action on the *Reading/Language Arts Framework* from the agenda. The SBE heard testimony from the public.

SUMMARY OF KEY ISSUES

Background

The Curriculum Development and Supplemental Materials Commission (Curriculum Commission) is submitting the updated draft *Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve*, for public hearing and action. On January 27, 2006, the Curriculum Commission conducted a public hearing and approved the draft *Reading/Language Arts Framework*. As part of the action, the Curriculum Commission also authorized Commission Chair Deborah Keys to work with Julie Maravilla, Subject Matter Committee (SMC) Chair, and staff to incorporate edits and corrections, as necessary.

The *Framework* has been updated to include recent legislation, current assessment and accountability information, and new research citations reflecting current and confirmed reading research. Chapter 9, "Criteria for Evaluating Instructional Materials: Reading/Language Arts/English Language Development, Kindergarten Through Grade Eight," is new and delineates the requirements for five types of instructional materials programs proposed for adoption, three basic programs and two intervention programs. These criteria give direction to publishers who intend to submit instructional materials for the 2008 Reading/Language Arts/English Language Development adoption.

Statutory requirements

Education Code (EC) Section 60200(b)(1), requires the SBE to review and adopt a framework for reading/language arts on a six-year cycle.

EC Section 60204 states that the Curriculum Commission shall:

- (a) Recommend curriculum frameworks to the state board.
- (b) Develop criteria for evaluating instructional materials submitted for adoption so that the materials adopted shall adequately cover the subjects in the indicated grade or grades....

Standards in reading/language arts were developed according to *EC* Section 60605. The SBE approved the *English-Language Arts Content Standards* in December 1997.

EC Section 60200(c)(6) requires the SBE to approve criteria for the adoption of instructional materials at least 30 months prior to the date that instructional materials are scheduled to be adopted. The next major adoption of instructional materials for reading/language arts is scheduled for November 2008, thus the SBE must approve the updated *Reading/Language Arts Framework* (which includes the criteria) no later than May 2006.

Framework development and approval timeline

During the past year, updating the *Reading/Language Arts Framework* has represented a significant portion of the agenda at each SMC meeting and at several meetings of the Curriculum Commission. The actions taken during development of the draft framework are summarized below. Each meeting of the SMC and Curriculum Commission included opportunity for public input.

SUMMARY OF KEY ISSUES (Cont.)

November 2002: The Curriculum Commission approved the following scope of work on the *Reading/Language Arts Framework*:

The core of the current *Reading/Language Arts Framework* will be kept intact, while looking for ways to enhance and improve the document by incorporating recent research, changes in relevant legislation, and State Board mandates.

June 2005: The SMC established guiding principles for the update of the *Framework* and criteria for the evaluation of instructional materials:

- Aligned to the *English Language Arts Content Standards*
- Guided by the content of the *Reading/Language Arts Framework*
- Supported by current and confirmed research (*EC Section 44757.5[j]*)

June, July, August, and September 2005: The SMC met to review the research and draft the update of the framework and evaluation criteria.

September 2005: The Curriculum Commission approved the draft *Framework*, including the adoption criteria, for field review. The adoption criteria include a request for submission of five types of programs, including three programs for the 1.6 million English learners in the state:

- Reading/Language Arts Basic Program, Kindergarten Through Grade Eight

This program provides instructional materials aligned with the *English-Language Arts Content Standards* and provides content for 180 days of instruction.

- Reading/Language Arts/English Language Development Program, Kindergarten Through Grade Eight

This program includes all of the content and the supporting instructional elements required in the Basic Program above, plus an additional one hour of daily English language development instruction that is consistent with the *English-Language Arts Content Standards* and connected to the basic program.

- Primary Language/ English Language Development Program, Kindergarten Through Grade Eight

This program parallels the content of the Basic Program and provides instructional materials in a language other than English that are consistent with the *English-Language Arts Content Standards*. This program also includes the one hour of daily English language development instruction to assist students in acquiring English as quickly and efficiently as possible.

SUMMARY OF KEY ISSUES (Cont.)

- Intensive Intervention Program in Reading/Language Arts, Grades Four Through Eight

This is a stand-alone, intensive, accelerated reading/language arts program designed specifically for students in grades four through eight whose reading achievement is two or more years below grade level.

- Intensive Intervention Program For English Learners, Grades Four Through Eight

This is a stand-alone, intensive, accelerated reading/language arts program designed specifically for English learners in grades four through eight whose academic performance is two or more years below grade level.

October 15 through December 9, 2005: During this field review period a draft *Framework* and field review survey were available online. Notification of the field review was sent to districts, county offices, universities, and professional associations to encourage individuals to read the draft *Framework* and to respond to the online survey. Copies of the draft *Framework* were also available at 26 Learning Resources Display Centers (LRDCs) statewide. During the field review comment period, 294 participants completed and submitted survey questionnaires. A summary of those comments is attached as Attachment 2.

December 1-2, 2005: The Curriculum Commission met to review preliminary results of the field review. Results of the online survey showed that 73 percent of the respondents rated the overall evaluation of the *Framework* as good or excellent. Slightly more than 55 percent of the responses to all of the questions were rated as excellent. A complete report of the survey questions and ratings results is attached (see Attachment 3).

December 16, 2005: The SMC met to review final results of the field review and discuss further revisions to the *Framework* and evaluation criteria based on the field review comments.

January 27, 2006: The Curriculum Commission conducted a public hearing with people speaking in support of the draft *Framework* and others speaking about the need for more support for English learners in the "Criteria for Evaluating Instructional Materials." The Curriculum Commission approved the draft *Reading/Language Arts Framework* for submission to the SBE.

March 8-9, 2006: The draft *Framework* was submitted to the SBE for public hearing and action and posted on the CDE Web site at <http://www.cde.ca.gov/ci/ma/cf>. On March 8, 2006, the SBE President announced that the item had been pulled from the meeting agenda. However, on March 9, 2006, the SBE heard testimony on the draft *Framework*.

SUMMARY OF KEY ISSUES (Cont.)

Highlights of changes to the draft *Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve*

The *English-Language Arts Content Standards*, contained in the *Framework* and adopted by the SBE in 1997, remain unchanged. The updates to the *Framework* represent minor revisions to the content of the *Framework* adopted by the SBE in December 1998, with the exception of Chapter 9. In all chapters of the *Framework*, research citations embedded in the content have been updated to reflect current and confirmed research as defined in *EC* Section 44757.5(j). Also, in Chapter 6, the state assessment system information was updated and the Progress-Monitoring Assessment Schedules were updated.

The contents of Chapter 9 are new and contain the “Criteria for Evaluating Instructional Materials: Reading/Language Arts/English Language Development, Kindergarten Through Grade Eight.” The criteria provide guidance on the development of instructional programs for publishers who wish to submit reading/language arts/English language development programs for adoption, for kindergarten through grade eight. The criteria are also used by the reviewers of the submitted instructional materials along with the *Standards* themselves to insure that the materials meet all of the requirements. The adoption of this *Framework*, with the criteria, by May 2006 will give publishers and producers of instructional materials at least 30 months to develop new reading/language arts instructional programs as required under *EC* Section 60200(c)(6). The SBE is scheduled to adopt kindergarten through grade eight reading/language arts instructional materials in November 2008.

Environmental Principles

Assembly Bill (AB) 1548 (Chapter 665, Statutes of 2003) and AB 1721 (Chapter 581, Statutes of 2005), amended the *EC* and *Public Resources Code (PRC)* with regard to the development and dissemination of education principles for the environment. *PRC* Section 71301(d)(1) states:

The education principles for the environment shall be incorporated, as the State Board of Education determines to be appropriate, in criteria developed for textbook adoption required pursuant to Section 60200 or 60400 of the *Education Code* in Science, Mathematics, English/Language Arts, and History/Social Sciences.

SUMMARY OF KEY ISSUES (Cont.)

The following draft language is proposed for inclusion in Criteria Category 1 to meet these requirements (new language is in bold):

31. Informational text to support *Standards* in reading comprehension, vocabulary, and writing applications is included for all grades. When included, informational text addressing topics in history-social science, science, and mathematics is accurate and consistent with grade-level *Standards* and the unit/theme design. **When appropriate, informational texts in grades 4-8 will include content that incorporates education principles and concepts for the environment that is consistent with grade-level *Standards* and the unit/theme design and as required in Public Resources Code Section 71301(d)(1).**

FISCAL ANALYSIS (AS APPROPRIATE)

Based upon the final cost of preparing and printing the *Science Framework*, the anticipated cost of preparing and printing the *Reading/Language Arts Framework* is approximately \$206,000. The actual figure for the *Reading/Language Arts Framework* may be higher or lower depending upon editing charges, copyright fees, and quality of pictures and plates. These costs will be recovered with the sale of the *Framework* at approximately \$24.95 per copy. If the SBE adopts the *Reading/Language Arts Framework* in May production and distribution will follow in fall of 2006.

The criteria for evaluating instructional materials included in *Reading/Language Arts Framework* will be used to evaluate instructional materials submitted for the 2008 adoption. New requirements contained within the criteria could increase the cost of the adopted instructional materials by 25 percent. The average cost of first year implementation of the kindergarten through grade eight instructional materials programs in the 2002 adoption was \$115 per student. An increase of 25 percent would put the average per student cost at \$144. This does not take into account potential increases due to inflation.

The state Instructional Materials Fund will be used to purchase the adopted instructional materials and would need to provide adequate funding to implement the programs.

ATTACHMENT(S)

Attachment 1: The draft *Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Eight* (517 pages). (This attachment is available via the World Wide Web at <http://www.cde.ca.gov/ci/rl/cf/>. A copy of the draft *Framework* is also available for viewing at the State Board office.)

Attachment 2: Draft RLA Framework Field Review - Quantitative Report (1 page)

Attachment 3: Overview of the Public Testimony Regarding the Draft *Reading/Language Arts Framework* (3 pages)

Curriculum Frameworks

Guidelines for implementing the content standards adopted by the California State Board of Education that are developed by the Curriculum Development and Supplemental Materials Commission.

Reading/Language Arts

[Grade Level Curriculum](#)

A Look at Kindergarten through Grade Six in California Public Schools is a compilation of subject-matter curriculum, including information about the Common Core State Standards, organized by individual grade levels. (Note: The October 2011 Editions contain minor content, grammatical, and format changes to the previously released prepublication versions.)

[2007 Reading/Language Arts Framework](#) (PDF; 7MB; 386pp.)

The Framework was adopted by the State Board of Education on April 17, 2006.

*To order a copy of this framework please contact [CDE Press](#)

[English Language Arts/English Language Development \(ELA/ELD\) Standards Correlation Matrix](#)

This matrix is to be used by publishers to demonstrate alignment with the ELA standards and relevant ELD standards.

[Content Standards](#)

Links to downloads of all Content Standards.

[Common Core California State Standards](#)

The Common Core California State Standards are composed of the Common Core State Standards, supplemented by California-specific standards in English-language arts.

[All Curriculum Frameworks](#)

Links to downloads of all Curriculum Frameworks.

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Last Reviewed: Monday, December 05, 2011

California Department of Education

[Mobile site](#) | [Full site](#)

Draft RLA Framework Field Review - Quantitative Report

Topic Number	Survey Topics	Rating					Total
		Overall Rating Excellent=4 Good=3 Fair=2 Poor=1	Excellent	Good	Fair	Poor	
1	Overall evaluation of the framework.	3.15	78	23	15	21	137
2	Format and clarity.	3.37	54	26	11	4	95
3	Framework provides an understanding of what is expected in a comprehensive standards-based program in language arts.	3.52	57	12	15	12	87
4	Framework provides guidance on instruction for English learners.	2.87	54	28	10	30	122
5	Chapter 1: Introduction.	3.63	46	14	5	0	65
6	Chapter 2: The Goal and Key Components of Effective Language Arts Instruction.	3.35	41	10	10	4	65
7	Chapter 3: Content Standards and Instructional Practices, Kindergarten Through Grade Three.	3.05	39	16	13	11	79
8	Chapter 4: Content Standards and Instructional Practices, Grades Four Through Eight.	3.17	34	14	9	7	64
9	Chapter 5: Content Standards and Instructional Practices, Grades Nine Through Twelve.	3.04	22	8	14	3	47
10	Chapter 6: Assessment of Proficiency in the Language Arts.	3.10	45	15	16	10	86
11	Chapter 6: Revised Progress-Monitoring Assessment Schedules.	3.37	36	11	5	5	57
12	Chapter 7: Universal Access to the Language Arts Curriculum.	2.92	34	15	14	13	76
13	Chapter 8: Responsibilities and Support for Proficiency in the Language Arts.	3.17	28	12	9	5	54
14	Chapter 9: Criteria for the Evaluation of Instructional Materials.	3.49	58	14	14	16	91
15	Chapter 9: 1 hour additional English language development instruction per day in the Reading/Language Arts/English Language Development Program, K-8 and the Primary Language/English Language Development Program, K-8.	2.78	51	13	13	31	108
16	Chapter 9: Oral Reading Fluency Instruction.	3.15	35	9	6	10	60
17	Chapter 9: Vocabulary Instruction.	3.25	45	9	9	9	72
18	Chapter 9: Writing Instruction.	3.18	37	12	7	9	65
19	Chapter 9: Instructional Support for English learners.	2.89	42	16	10	21	89
20	Chapter 9: Assessment.	3.19	29	14	3	8	54
21	Chapter 9: Appendix A: Matrix 1, Matrix 2, Matrix 3.	3.56	30	5	5	1	41
22	Chapter 9: Appendix B: Science and History-Social Science Content Standards.	3.49	28	4	5	2	39
Total		3.21	923	300	218	232	290 Respondents

Overview of Public Testimony Regarding the Draft *Reading/Language Arts Framework*

The Curriculum Development and Supplemental Materials Commission (Curriculum Commission) and the Reading/Language Arts/English Language Development Subject Matter Committee (SMC) received public comment on eight occasions between June 2005 and January 2006. The Commission also conducted a web-based field survey October 14 through December 9, 2005. During the field review comment period, 294 participants completed and submitted survey questionnaires.

In addition, the Curriculum Commission conducted a public hearing on January 27, 2006, and received testimony from forty-nine members of the public. The majority of comments focused on Chapter 9 of the Framework that contains the draft "Criteria for Evaluating Instructional Materials: Reading/Language Arts/English Language Development, Kindergarten Through Grade Eight." The following is a representative selection of the comments received by the Curriculum Commission.

Examples of Public Comments in Support of the Draft Framework
A careful review of the draft criteria reveals the design and content of the three core-program types, including the Reading/Language Arts Basic Program, and the two stand-alone intervention programs, purposefully and explicitly provide instruction that covers the wide range of needs of all K-8 students in California.
By continuing to stay the course established in the 2002 Criteria, the new draft criteria provide continuity to current instructional practices and ensure that scientifically-based instructional materials will continue to guide instruction and impact professional development.
For the first time, the criteria recognize and directly address the unique instructional needs of students who use African American vernacular.
It is important that English learners have opportunities to master the same academic standards established for all students and be held to the same high expectations for learning.
The new criteria call for three basic program options. These new requirements offer important flexibility to publishers and districts for meeting the needs of all students. Two of the three basic program options require 60 minutes of daily instruction in English Language Development (ELD) addressing beginning, early intermediate, intermediate, and early advanced levels of English proficiency that is connected to and consistent with the Basic Program.
Finally we have an option for an ELD program that is connected to core curriculum rather than being an isolated stand-alone.
The new draft framework and criteria provide teachers with extensive, grade specific guidance about meeting the instructional needs of English learners and supporting them in the core curriculum.
In the past several years we have focused on implementing all parts of our state adopted, standards-aligned reading/language arts program. When we began 2001, only 23% of second grade English learners in our school tested at "basic" to "advanced" in reading. In 2005, 72% were at "basic" to "advanced" in reading.
Since fully implementing a research-based, state adopted reading/language arts

program, our school has experienced a reduction in referrals to special education.
The writing requirements have been greatly expanded and strengthened in the new criteria. Through the writing process, students are provided the opportunity to practice new vocabulary and the language structures of the genre they are studying. Additions to the writing requirements include explicit and systematic instruction, practice, and application in sentence fluency and variety, paragraph and essay structure, organization, and coherence, and word choice; essential instruction for English learners.
Strengthening, expanding, and clarifying requirements for vocabulary instruction will provide guidance to publishers for improved vocabulary instruction for all learners with focus on acquisition of academic vocabulary that is so important for English learners and students who use African American Vernacular English.
The new <i>Intensive Intervention in Vocabulary</i> is an addition that will provide early oral language development for students in kindergarten through grade three that is needed for all students and especially newcomers, English learners who are just beginning to acquire English.
The draft criteria requires a new Reading Intervention Kit for grades 1-3 that will provide early intervention in reading skills for newcomers and students experiencing difficulty learning to read.
The criteria requires two to three hours daily of a separate, comprehensive, intensive intervention program for English learners in grades four through eight who are two or more years below grade level. This program is designed to accelerate student acquisition of English and mitigate skill deficits in the foundational skills of reading.
The Intensive Intervention Program in Reading in Grades Four Through Eight has been strengthened and the requirements clarified and will produce stand-alone intervention focused on closing the achievement gap and accelerating the acquisition of grade level skills.
The draft criteria provides clear guidelines for multiple entry level placement and required exit criteria for students requiring intensive intervention
The requirement for consistent instructional routines provide an environment for learning that allows students to invest their mental energy on learning the lesson content, rather than coping with ever-changing modes of presentation.
Examples of Comments Requesting Additional New Language in the Draft Framework
An intensive and highly focused program of English language development for students at lower levels of English acquisition will accelerate their progress toward English language proficiency.
English learners require proficiency leveled ELD instruction with the appropriate materials. This is an integral part of a comprehensive instructional program to teach English as a Foreign Language.
The proposed Basic Program that is the core of Options 1 and 3 and requires one to two and one-half hours of instruction does not address the needs of the English learners at the lowest proficiency levels.
The current draft calls for five types of programs. We are requesting an additional Basic Program option that is specifically designed for English learners.
The framework needs to emphasize writing comprehension which is important for

English learners.
There are inadequacies in the current textbooks adopted by the state for students who are English learners, especially those in mainstream and structured English immersion classrooms.
The instructional design of Programs I and II are inadequate for addressing the academic needs and learning challenges of English learners. English language development instruction is much more complex and involved than simply providing an add-on or supplementary program to a “basic” program in reading/language arts.
There is no research to support the premise that merely providing additional time or supplementary lessons focused on elements of language and literacy for English learners is an effective approach to addressing their language acquisition and/or academic needs.
An additional sixth option that was proposed would be a stand-alone Basic Comprehensive Language Arts Program for English Learners aligned to the English Language Development Standards and Reading Language Arts Content Standards in kindergarten and grades 1 through 8. Additionally, where other proposed program options refer to English language development, those materials need to be aligned to the English Language Development Standards so that publishers have concrete direction on how to address the different English proficiency levels.

CALIFORNIA STATE BOARD OF EDUCATION

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April 13, 2006

Dear State Board of Education Members,

In preparation for the upcoming April 17, 2006 Board meeting, I would like to provide you with further information and a recommendation by the State Board of Education ("SBE") staff on the item regarding adoption of the *Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve* (the "RLA Framework").

In anticipation of the upcoming meeting, I would like to acknowledge that the SBE staff, SBE President Glee Johnson, and Curriculum Development and Supplemental Materials Commission ("Curriculum Commission") liaison Ruth Green, have devoted significant efforts to receive and consider suggested amendments to the proposed RLA Framework. We have met several times with various interested parties and have made every effort to give serious consideration to all proposed suggestions.

The SBE staff recommends that the State Board of Education, adopt the RLA Framework as proposed by the Curriculum Commission and recommended by the CDE staff, with the amendments below as recommended by the SBE staff:

- Amend Chapter 9 of the RLA Framework (see highlights of the changes described below).
- Recommend that the board consider a review of a sixth option for reading/language arts instruction at the July 2006 board meeting. This sixth option would be for the lowest three levels of English proficiency.
- Make clarifying technical changes to the RLA Framework (see highlights of the changes described below).
- That the SBE find, at this time, that incorporation of the education principles for the environment into the RLA Framework or other curriculum frameworks is not appropriate until the Office of Education and the Environment of the Integrated Waste Management Board completes its development of the model environmental curriculum as required by Public Resources Code section 71302(a).

Included with this letter and staff recommendation is a list of attachments in preparation for the April 17th meeting.

Sincerely,

(original signed)
Roger Magyar
Executive Director

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Attached for your review, please find the following documents:

1. Letter from Board President, Monica Lozano (May 2000) establishing the Board's rationale for the design of the previous 2002 RLA Criteria. Highlights of this letter include, 1) establishing the Board's view of the ELD standards as being descriptions of English proficiency levels, not instructional content standards; 2) establishing the expectation that English learners will have a full set of materials to achieve proficiency in the ELA Content Standards and fully participate in the basic Reading/Language Arts program; and 3) establishing that English learners' needs will be addressed within the Basic program through extra support materials provided.
2. *Highlights of Support Provided to English Learners In the New 2008 Criteria*
3. Two letters from the ACSA/Californian's Together/CSBA Coalition
4. SBE Staff Response to the Coalition's letters
5. February 2006 DRAFT Criteria (Ch. 9 of the Feb. 2006 DRAFT RLA Framework) with Board staff proposed amendments. Proposed amendments are indicated in the document via strike-throughs (deleted text) and underlines (added text).

Highlights of the proposed amendments:

- Minor language changes to retain internal consistency.
 - Moved "Curriculum Content Tables" from the back of Chapter 3 and 4 of the RLA Framework to be an Attachment C in Chapter 9.
 - Provide clarifying language throughout the document to specify the purpose of support materials and instructional components within the core Basic program in order to remove ambiguity as to the relevance of those materials to English learners.
 - Align the English Language Development (ELD) Instructional Materials described in Programs 2 and 3 to the ELD Standards.
 - Move three writing program descriptions that were placed in the wrong section to the correct section. (See strikethroughs on page 484, lines 1265-1271. These were moved to page 473, lines 914-922 to retain internal consistency.
6. *Selected References from the RLA Framework to English Learners in Chapters 1 Through 8.*

1. Letter from Board President, Monica Lozano (May 200) (This attachment is not available for Web viewing. A printed copy is available for viewing in the State Board of Education Office)

Highlights of Support Provided to English Learners in the
Instructional Materials Evaluation Criteria for
English-Language Arts, Kindergarten Through Grade 8

Introduction

School districts and teachers have requested the next adoption provide comprehensive instructional materials that: 1) ensure the successful academic achievement of English learners in the Basic Program and other available program options, and 2) provide flexibility to efficiently and effectively address their instructional needs. The new, enhanced Criteria is complying to the field's demands by providing targeted: 1) daily instruction in academic and oral vocabulary and language development, 2) English language development [ELD], 3) reading intervention for the early grades, and 4) instruction in writing, vocabulary, oral reading fluency, and assessment for all grades.

Survival and Academic Language and Vocabulary in the Basic Program

Word knowledge and vocabulary (from early survival language to advanced, grade-level academic vocabulary and language) is critical to the academic success of English learners in listening and reading comprehension and in gaining speaking and writing competence. The new Criteria greatly strengthen and expand instruction and practice in the following ways:

What are the new requirements?

1. Survival language and vocabulary—essential for newcomers in obtaining necessities, making requests, and understanding instructions. Instruction in this important area is provided in the Basic Program and the Intensive Intervention Program for English Learners.
2. Sixty minutes of ELD instruction—ELD instruction designed to teach English learners to understand, speak, read and write English and acquire the linguistic competencies that native English speakers already possess when they enter school and continue developing throughout life. Provides materials for teachers and English Learners from newcomer to early advanced levels of English language proficiency that is connected to the basic English-Language Arts program.

Currently, many districts purchase a separate supplemental ELD program for English learners to use in addition to their adopted basic core program (in English or primary language). For districts wanting to continue this practice, the option remains. However, many in the field have requested basic programs that will provide districts with options for ELD instruction that is directly connected to what students are studying in their Basic Core English-Language Arts Program. This option provides the benefit of instructional continuity in the genre, writing structures, vocabulary, and unit themes that students study in the Basic Program and in ELD instruction and is required in Programs II and III.
3. Intensive Oral Vocabulary Development—kindergarten through grade three for newcomers and other students. The purpose of this instruction is to increase the number of higher-level, sophisticated words students learn in the early grades that promote future success in core academic subject areas in the intermediate grades and beyond. This instruction is in addition to the considerable amount of vocabulary instruction already taught in the Basic Program.
4. Reading Intervention Kit for grades 1 through 3—diagnostic assessments and instructional materials to assist teachers in intervening immediately for newcomers and other students experiencing difficulties in the technical skills of reading.
5. Contrastive Analysis Chart—examines the five most common languages in California and identifies new or difficult sounds and structural features of English to help anticipate problem areas of instruction for English learners.
6. Assessments—the importance of accurate and precise data to guide instruction cannot be overemphasized. The new Criteria require:

Highlights of Support Provided to English Learners in the
Instructional Materials Evaluation Criteria for
English-Language Arts, Kindergarten Through Grade 8

- English Language Development assessments to frequently monitor the progress of students' English language proficiency.
- Diagnostic assessment tools in key technical skill areas to help identify individual student needs and plan appropriate intervention beginning in the earliest grades.
- Weekly assessments in oral vocabulary and language development in kindergarten through grade three to help teachers plan instruction and to monitor students' progress in vocabulary development.

What elements in the Basic Program have been strengthened for English learners?

1. Daily vocabulary instruction—essential for reading comprehension and success in all core subject areas. Language and vocabulary development in the Basic Program are addressed in 1) daily lessons of the basic core program; 2) Intensive Vocabulary Instructional Support; 3) the Reading Intervention Kit; 4) 30 minutes of Extra Support for Struggling Readers; and 5) 30 minutes of extra support for English learners. Vocabulary development in word study lessons, reading selections, and classroom discussions provide all students with opportunities to encounter, study, and learn thousands of new words each year. Listed below are examples of required instructional elements critical to English learners and integrated into the Basic Program:
 - Weekly assessments in oral vocabulary and language development in kindergarten through grade three to monitor students' progress.
 - Integration of instruction in academic language, reading, and written and oral expression.
 - Explicit and systematic instruction in word structure/analysis and in phonological, morphological, syntactical, and semantic structures of English.
2. Thirty minutes per day of additional instructional support—Some students need more. While all aspects of the Basic Program are designed to ensure all students full access to the curriculum and opportunity to master the content standards, we know that some students need more. The Criteria are designed expressly to support English learners in the Basic Program by providing additional daily instruction and practice materials. Thirty minutes per day of additional instructional support for English learners reinforces and extends daily lessons in the Basic Program for students at all levels of English language proficiency, beginning through early advanced (Chapter 9, pages 455-456, lines 266-306). The Basic Program provides continuous scaffolded structured English immersion support.

The purpose of this additional instructional support is to ensure that English learners have what they need to successfully participate in the core program while learning English. Teacher support materials describe grouping strategies for flexible small-group instruction (Chapter 9, page 480, line 1170). Instructional support is differentiated based on the content of the lessons and the language proficiency levels of the students.

Examples of requirements designed to provide English learners with the extra structured English immersion support to be successful in the daily classroom lessons and in mastering grade-level standards include explicit linguistic instruction in:

- Survival vocabulary and language
- Language skills [both transferable and non-transferable]
- Acquisition of academic vocabulary
- Phonological, morphological, syntactical, and semantic structures of English

Highlights of Support Provided to English Learners in the
Instructional Materials Evaluation Criteria for
English-Language Arts, Kindergarten Through Grade 8

3. Writing—significantly improved and expanded in the new Criteria, especially in areas in which students who are learning English are likely to experience difficulty. Through the writing process, students have an opportunity to practice newly learned language patterns, structures, and vocabulary. With feedback from teachers in all phases of the writing process, students gain the opportunity to replace simple word choices and kernel sentences with more sophisticated ones. Examples of how the criteria have been expanded and improved to meet the instructional needs of English learners include:
 - Materials for teachers that support them in developing students' academic language including the more difficult, abstract, technical, and specialized vocabulary and concepts used when using expository text.
 - Direct, explicit, and systematic instruction, practice, and application to grade-appropriate content standards including sentence fluency; sentence variety; paragraph and essay structure, organization, and coherence; and word choice
 - Direct, explicit, and systematic instruction and practice of written and oral English language conventions and academic vocabulary.

In what other ways does the Basic Program support English learners?

1. The instructional design and supporting elements provide a full range of tools for teachers to differentiate instruction. For example, teachers may use new diagnostic assessments to determine what students know, what they need to learn, and when intensive intervention is necessary. Using new instructional elements such as the Reading Intervention Kit, teachers will have the tools to target specific skill areas where students need more instruction. The new teaching tools that are required in the basic program provide flexibility in meeting the needs of all students during whole group and small group instruction. For example, teachers use small group instruction to introduce or preteach a new reading selection by working with small groups of English learners to build background knowledge and concepts important for understanding the story and teaching new vocabulary, language features and sentence structures students will encounter. This design demonstrates merely two of many ways English learners are prepared for successful participation in the daily lessons.
2. Instructional elements critical to English learners are integrated into the Basic Program. All History-Social Science and Science content standards—including but not limited to concepts, vocabulary, skills and strategies) must be addressed in the text and content taught in kindergarten through grade three to ensure these core academic subjects are mastered during reading language arts instruction.

What materials are available that enable English learners, who are two or more years below grade-level, to catch up to their peers?

Basic Program V is a stand-alone, accelerated, intensive intervention program for English learners. Students who require intensive intervention may participate in instructional programs that combine skill and concept development in both English literacy and the English language. It is essential that English learners have the opportunity to gain rapidly the skills and knowledge necessary to be successful in the basic grade-level program. Examples of required elements are as follows:

1. 2 1/2 to 3 hours of daily instruction for English learners who are 2 or more years below grade level in academic achievement. Students' placement within the program is determined by diagnostic assessment data.
2. Emphasis placed on academic language, vocabulary and concept development, sentence structure, grammar, organization and delivery of oral communication, and speaking applications.
3. Materials guide teachers on how to instruct English learners to ensure mastery of reading comprehension, writing, listening and speaking standards at their various levels of proficiency by accentuating areas of primary concern for students who are learning English, including:

Highlights of Support Provided to English Learners in the
Instructional Materials Evaluation Criteria for
English-Language Arts, Kindergarten Through Grade 8

- Transferable and non-transferable skills based on the students' primary language (no survival language?)
- Acquisition of academic vocabulary
- Phonological, morphological, syntactical, and semantic structures of English

What are some of the other new instructional materials and tools to support English learners and their teachers?

1. A linguistic contrastive analysis chart in the teacher edition showing how new or difficult sounds and features of the English language are taught and reinforced. The chart provides comparisons with the five or more most common languages in California.
2. A cassette, CD, other audio recording, or video that demonstrates the correct pronunciation of all the sounds taught.
3. Teacher editions that clearly reference, explain, and provide the location of additional instructional materials and program components designed to provide extra support for students who require it, including English learners.
4. Teacher editions for extra support materials provide daily lesson guidance regarding the use of instructional materials to support, develop, and provide additional instruction and sufficient practice of key concepts, skills, and strategies for English learners and struggling readers.

Highlights of Support Provided to English Learners in the
Instructional Materials Evaluation Criteria for
English-Language Arts, Kindergarten Through Grade 8

Addendum A

The following is a list of the 5 types of programs called for in the next English-language Arts Adoption:

Program I: The Reading/Language Arts (RLA) Basic Program, K-8. The Criteria for the RLA Basic Program brings forward the strong instructional elements of the 2002 adoption and has been enhanced and expanded to more consistently and efficiently focus on English learners.

Program II: The Reading/Language Arts/English Language Development Basic Program, K-8. Program II is the Basic Program, including all required instructional components described in Program I, with an additional required sixty minutes of English language development Instruction in all grades that is connected to the Basic Program.

Program III: Primary Language/ English Language Development Basic Program, K-8. This Basic Program option is for students studying in their primary language. The criteria for this program requires an additional sixty minutes daily of English language development in all grades to assist students in their transition into English.

Program IV: Intensive Intervention Program in Reading/Language Arts, 4-8. The Intensive Intervention Program in Reading/Language Arts is designed to be a stand-alone, intensive, accelerated reading/language arts program. This program provides two and one-half hours to three hours of daily instruction designed to address the instructional needs of students in grades four through eight whose reading achievement is two or more years below grade level.

This program is intended to position students to rapidly progress toward successful reentry to the Basic Program at student's appropriate grade level. The instructional design of the program assumes that students can gain two grade levels per one year of instruction to accelerate student reentry into the regular classroom within two-years or less.

Program V: Intensive Intervention Program for English Learners, 4-8. This program is designed specifically for English learners in grades four through eight whose academic achievement is two or more years below grade level. It is a stand-alone, intensive, accelerated program that provides two and one-half hours to three hours of daily instruction that addresses literacy and language development. The materials incorporate the elements for English language development and are designed to provide intensive, accelerated, and extensive English-language development that complements and supports reading/language arts instruction.

This program is intended to position students to rapidly progress toward successful reentry to the Basic Program at student's appropriate grade level. The instructional design of the program assumes that students can gain two grade levels per one year of instruction to accelerate student reentry into the regular classroom within two-years or less.

Association of California School Administrators

**STRENGTHENING THE ELD AND ELA INSTRUCTION COMPONENTS
IN PROPOSED PROGRAMS #1 & #2**

March 16, 2006

There are three significant problems with the language in Program #1 and #2 in regards to providing a fully articulated and integrated system of instruction and assessment for English learners.

#1 – No Clear “Roadmap” for Teachers to link ELA and ELD

No clear “roadmap” that provides teachers direction to link English language development and English language arts content standards to ensure fully integrated lessons based on the level of a student’s English language proficiency. The ELA standards are not designed to follow the progression of second language acquisition but rather grade level content whereas, the ELD standards follow English language proficiency levels that have been aligned by grade level by the matrices developed by the California Department of Education.

What is needed?

The ELD materials in Program #1 and Program #2 need to use the ELD standards from the Beginning to the Advanced levels of English language proficiency so that teachers may see the stages of language development as they work to teach the ELA content. The ELD standards should be used singularly or clustered as appropriate to match the ELA standards, reflecting the intent the ELD standards are the “onramp” to ELA Standards. This is especially useful for the teacher who has a mixture of English learners and English-only students and there is a need to plan integrated lessons targeting both ELD and ELA standards within a single thematic unit or piece of literature. Instead of two separate systems of diagnostic assessment in the classroom the needs of EL and English-only students can be addressed.

The English Language Development standards (1999) were developed with the achievement of the ELA standards as the ultimate objective. Many of the ELD standards at the Early Advanced and Advanced levels actually contain wording similar to, or exactly the same as the ELA standards. For the Beginning to Intermediate levels of English proficiency there is little guidance **publishers and teacher** in current proposals.

#2 – The ELD Materials as proposed do not clearly allow for use during a traditional instructional period of 1 to 2.5 hours as well as additional time for ELD instruction. The proposed ELD materials do not differentiate instruction based on level of English proficiency.

It is very important to educators across the state that students in the Beginning to Intermediate levels of English proficiency have access to ELD as well as ELA during the regular instructional time. State statute does not require a 2.5 hour ELA instructional time for grades 1-3 and a one hour period in addition, for ELD. This has been an assumption

rather than law. The only legal requirement for actual minutes of instruction is in physical education.

Page 2 – ELA/ELD Narrative

Teachers are overwhelmed with responsibilities to teach ELA, mathematics, history-social science, science, art, health, and physical education. Some students will need additional time for ELD but other EL students would benefit from materials that are fully integrated to be used within the traditional ELA instructional period. The argument is made that the new ELA Basic Programs cover history social science and science standards so this frees up more time for ELA and ELD however state statute and STAR assessments still cover the full grade level content in history social science and science and state law still requires school districts to purchase history social science and science books.

The current proposals do not provide enough direction for publishers to develop ELD materials that clearly differentiate instruction based on level of English proficiency. Lessons need to provide differentiated learning activities that address the diversity of language proficiency levels.

What is needed?

Guidance to publishers must include developing ELD materials that are structured to be used both within the traditional instructional period and outside of the traditional ELA instructional period. The ELD materials must also provide assistance to teachers to differentiate instruction for students at the Beginning, Early Intermediate, Intermediate, Early Advanced and Advanced levels of English language proficiency levels in order to teach English learners to master the *English Language Arts Content Standards*.

#3 The Teacher's Guide for ELD is not substantive to address the challenges they face in working with the diversity of English learners.

The ELD Teachers Guide must include sample lesson plans that show teachers how to review and plan to ensure that there is a clear connection between teaching strategies, learning activities, and what students are required to do to master both the ELD and ELA standards. The ELD Teachers Guide should include at a minimum:

1. Background information for teachers regarding various profiles of English learners.
2. Grouping options when working with students a various language proficiency levels.
3. Language transfer issues
4. Appropriate strategies for English learners
5. Role of students' primary language
6. Implementation timeline and pacing guide.

Californians Together Coalition
NARRATIVE
ENGLISH LANGUAGE ARTS FRAMEWORK & CRITERIA
Additional Program Option for Impacted School Districts/Classrooms

What are we trying to do?

Existing instructional materials focus on literacy skills for native English speakers. Existing instructional materials do not provide for comprehensive language development that is critical for English learners to acquire English as well as literacy skills. Existing instructional materials are not linked to the state approved English language development (ELD) standards thereby making it impossible for teachers to provide differentiated instruction for English learners with varying levels of English proficiency.

A goal therefore, is to provide an additional comprehensive reading/language arts program option written specifically for English learners with little or no knowledge of English (those in the lowest 3 proficiency levels). This program option will assist English learners in acquiring English and learning to read and write English as quickly as possible. The comprehensive basic reading/language arts program would be aligned to the English Language Arts and English language development standard for English learners in K-8 grades. This additional program would not require additional ELD support outside of the 2.5 hours of the basic program. Teachers will be guided and assisted in providing differentiated instruction. An additional program option would provide districts with overwhelming numbers of English learners additional flexibility in choosing a program that best address the needs of their students. This program option would not replace any of the current proposed program options.

What is inadequate about the proposed English Language Arts Framework & Evaluation Criteria?

The framework & criteria, will not provide sufficient instruction to publishers to submit instructional materials *designed specifically for English learners in the lowest proficiency levels* because:

- The proposed framework & criteria provides a basic program of language arts designed for native English speakers. The basic program does not allow for differentiated instruction for English learners with little or no knowledge of English.
- The proposed Criteria 2008 does not require publishers to submit instructional materials that will provide language development and literacy instruction to English learners, specifically English learners in the lowest 3 proficiency levels.
- The proposed 2008 Criteria calls for English language development for English learners outside of the 2.5 hours of the basic program. ELD is called for in the additional 30 minutes for English learners in program 1 and an additional 60 minutes in programs 2 & 3. However the criteria does not articulate how the ELD standards are to be taught or how this set of standards relate to the Reading/Language Arts Content Standards. Therefore publishers will have to define each English Language Development standard for each proficiency level or ignore this problem.

Narrative-ELA Framework & Criteria

- When English learners are addressed in Programs 1 & 2, the instruction is either in the Universal Access section of the proposed 2008 Criteria calling only for “minimum modifications” or as extended time during the ELD instruction. It is the “core” instruction (ie Basic Program) that needs to target ELD while addressing language arts.
- The literature selections for the Basic programs assume native fluency in English. Reading selections must be on grade level but screened through the lens of second language learners to account for attributes as:
 - Complexity of vocabulary
 - Abstract language and concepts
 - Illustrations support story to build comprehension
 - Pre-reading activities scaffold oral language, vocabulary and syntax development.

Vocabulary development is solely for academic language, assumes a 5,000-7,000 word basic vocabulary for Kindergarten. It must also build social language for communication.

What should be included in the framework and criteria that is not there?

What is needed to create a complete program?

What is needed is a stand-alone accelerated Basic Comprehensive Reading/Language Arts program for English learners at the lowest proficiency levels in Kindergarten and 1-8 grades. This program would be tied to the ELA standards and the ELD standards and provide for differentiated instruction. This program would not require additional ELD instruction outside of the 2.5 hours of the basic program. This program will not replace existing programs but would provide to districts another program option to choose from when determining which program best meets the needs of their students, including English learners at the lowest proficiency levels. Additionally, a complete program should:

The proposed framework and criteria should include:

- A well-designed curriculum for English learners that provides a research based structure and instructional materials for differentiating instruction for English learners with deferent levels of English proficiency based on the California ELD & ELA standards.
- An effective program based on the developmental and academic needs of students learning English as a second language.
- Instructional materials designed specifically for English learners with little or no knowledge of English containing both language development and literacy components/elements.
- Linking the ELA & ELD standards throughout the document to emphasize that all programs need to help English learners develop a strong foundation in the English language and literacy.
- Differentiated language and literacy lessons for the lower proficiency levels.

Page 3

Narrative- ELA Framework & Criteria

- Benchmark assessments to show regular progress in English literacy and proficiency.
- Decodable text for English learners that take into account more natural sounding language in order to develop phonics skills along with language development.
- Teacher guides describing how students acquire a second language and how they develop literacy in their own language.
- An English Language Newcomers kit for non-readers of English at the beginning and the early intermediate levels of English proficiency for new students who enroll in grades 2-8.
- Permit audio and written summaries in major primary languages to enhance comprehension.
- Require cultural references to be accurate and reflect the dominate cultures of the students in California schools.
- Require guidance for teachers to diagnose linguistic errors in writing caused by two languages in contact and providing guidance on how to assist English learners in editing for grammar, syntax, and vocabulary errors while using this contrastive analysis.

What is needed to create a complete program?

- Accept and utilize the English Language Development standards for instructional purposes.
- Classify Program 1 as the program option to be used by districts who have little or no English learners or other student sub-group in their schools. This program could provide for 30 minutes additional support for English learners if it is ELD specific.
- Classify Program 2 as the program option to be used by districts with large numbers of English learners. Should integrate the 60 additional minutes into the 2.5 hours of basic instruction. The Basic program would be aligned to the ELA & ELD standards matrix and should provide for differentiated instruction specific to the needs of English learners, especially those in the lowest proficiency levels.
- Classify the recommended Program 6 as the program option to be used by districts with classrooms overwhelmingly comprised of students who are English learners. Students reading on grade level and reaching the English language proficiency level of Early Advanced with this program are prepared to transition into Program 1 and/or 2 with the ELD supports for English learners contained in the programs.

SBE Staff Response to ACSA and the Californians Together Coalition

This document serves as a response to the concerns expressed in the documents submitted by ACSA and the Californians Together coalition to the State Board of Education staff regarding the Reading/Language Arts Framework and Criteria adoption. Prior to this document, two separate summaries were submitted to all parties to assure that Board staff correctly understood the issues of concern presented.

This document is divided into two sections: 1) An historical recap of the development of the framework and criteria by the Curriculum Commission; and 2) Responses to Specific Issues of Concern

An Historical Perspective

Curriculum Commission Charge from the State Board of Education

In 2005, the Curriculum Commission embarked on its work to revise the Reading/Language Arts Framework. Based on direction by the State Board of Education, the work of revising framework chapters 1-8 was limited to updating the framework to reflect new, confirmed research, statutory and regulatory requirements, and the policies of the State Board of Education.

Curriculum Commission Goal

The major focus of the Commission's work was the development of the new draft "Criteria for Evaluation of Instructional Materials" (Chapter 9 of the framework). From the very beginning, the primary goal of the Curriculum Commission was to develop instructional materials to help close the academic achievement gap to ensure that *all* students in California's diverse classrooms master the English-Language Arts Content Standards.

These criteria build on the experiences of the 2002 Reading/Language Arts Adoption which has produced significant gains for California's students in those districts that have had time to implement their adopted, standards-aligned programs. It should be noted that some school districts did not begin implementing the state adopted reading/language arts programs until the 2002-03 school year and other districts began implementation in 2003-04. Within this short time frame there have been promising gains by English learners. However, the Commission has acknowledged that there is still much more to be done to close the achievement gap. Providing teachers with all the instructional materials they would need to close this gap became the priority for the Commission.

Research and Development Process

The Reading Language Arts Subject Matter Committee of the Curriculum Commission formed work groups that reviewed numerous papers and research studies to determine which areas of reading/language arts content and instruction were *most* critical to close the achievement gap and which researchers could best provide advice in these areas. The resulting issues that arose from the Commission's review of the research which

became the focus of the framework update and criteria development include the following:

- Oral and written vocabulary development
- Academic writing
- Assessments to guide instruction

The Commission invited researchers and authors with recognized expertise in these areas to provide information and guidance in the instructional design and content of instruction that would be most effective in closing the gap for all students. These researchers include:

- Dr. Russell Gersten, researcher in the area of English learners from the University of Oregon
- Dr. Robin Scarcella, expert in English as a second language and writing instruction for English learners and Director of the English as a Second Language Department at U.C. Irvine
- Dr. Andrew Biemiller, researcher in the area of vocabulary, including vocabulary development in a second language from the University of Toronto
- Dr. Isabel Beck, researcher in vocabulary and language development from the University of Pittsburgh

From these presentations, the Commission determined that vocabulary differences present the greatest challenge in closing the achievement gap. Researchers concurred that students enter Kindergarten with very wide ranges in their vocabulary. The gaps between high achieving and low achieving students may be as large as 2000 words in Kindergarten and grow to 4000 words by the end of grade two.

Based on their own review of research, guidance provided by the experts, and input they received from the field, the Commission focused on two areas: 1) strengthening the academic content of the core program in the three areas identified by the Commission, the field, and the experts (vocabulary, writing, and assessment), and 2) developing *new* instructional components to directly address these critical areas.

The Commission took extreme care to make sure that the framework and criteria provide teachers with the tools and materials they need to help *all* their students master grade level ELA content standards. Beginning instruction for newcomers that includes survival language and vocabulary instruction are required in many of the new instructional elements added to the criteria. Examples of the new tools and instructional materials designed to close the gap for English learners (including newcomers) and other students include:

- Strengthened and Improved daily academic writing and vocabulary instruction embedded in the core program
- 30 minutes of extra support through instructional materials and practice to provide additional help to struggling readers and English learners so that they can be successful in the daily lessons of the core program. These materials prepare students for the upcoming lessons (pre-teaching) or provide additional

instruction and practice in key skills introduced in the core program in which students are experiencing difficulty (re-teaching)

- A new 60 minute component of English Language Development instructional materials that may be used in addition to the core program to provide English learners with coherent, well sequenced and comprehensive ELD instruction that is connected to the themes and knowledge content in the core program
- Intensive Vocabulary Instruction designed to address oral vocabulary and language concept development in young children who enter school with vocabulary gaps and/or who are learning English. The purpose of these materials is to provide intensive instruction to close the gap in vocabulary and language development of young children beginning immediately upon their entrance to school
- A Reading Intervention Kit to provide new early intervention materials to help teachers immediately target essential skill areas (including vocabulary) where young students are experiencing difficulty
- Improved diagnostic and progress monitoring assessments to assist teachers in planning instruction and when necessary, providing early and intense intervention

The State Board's Continuing Commitment

The Basic Program and its support pieces were designed specifically to teach the academic knowledge and language skills to students at all skill levels, including English learners at the lowest levels of English proficiency, to ensure mastery of the *English-Language Arts Content Standards*. For those teachers who wish to provide more instruction and practice in language acquisition, the Commission proposed the new 60 minute ELD component. To conclude this section, it is important to reiterate that the Board has expressed a continuing commitment to achievement of the ELA content standards for *all* of California's children. It is within this framework of thinking that we respond to specific areas of concern represented in the two documents submitted to the Board.

Responses to Specific Issues of Concern

In this section, Board staff has formulated the issues that were presented in the documents submitted by ACSA and Californians Together into questions and then answered those questions.

Question 1: ELA Standards and ELD Standards

What is the difference between the English Language Arts Content Standards and the English Language Development Standards?

Answer:

In reviewing the documents submitted by ACSA and the Californians Together coalition, the Board staff has noted a recurring request to "accept and utilize the English Language Development Standards for instructional purposes." This request is fundamentally at odds with the Board's original intent when it adopted the ELD

standards--that these are primarily descriptors for the CELDT proficiency levels. Therefore, the Board staff does not view the ELD standards as *content* standards.

The Basic Program and its support pieces were designed specifically to teach the academic knowledge and language skills to students at all skill levels, including English learners at the lowest levels of English proficiency, to ensure mastery of the *English-Language Arts Content Standards*. Scientific evidence supports the notion that English learners learn to read in much the same way as native speakers of English. This is why the “learning to read” or “reading skills” standards in Grades K-2 are the same in both the ELA and ELD standards. The scientific evidence confirms the choice to make those standards the same.

Where the two sets of standards start to differ is in the language, vocabulary, and comprehension standards. The scientific evidence supports the idea that as English learners learn to decode, they simultaneously learn language by instruction in vocabulary, comprehension, and writing. In other words, it is through reading instruction that children learn the English language. However, some districts wish to provide additional English language development instruction to support the needs of English learners. The Commission recognized this desire when it proposed the extra 60 minute ELD instructional materials. The Board staff believes that high quality, rigorous reading/language arts instruction *is* English language development. Therefore, the Board staff is committed to high quality instructional materials to support teachers’ delivery of high quality reading/language arts instruction so that *all* students achieve mastery of grade level standards.

The Commission recognized that many children—English learners, speakers of the African-American Vernacular, and other children who may have reading difficulties—need more time to access the ELA standards. The additional support materials described in the previous section, provide teachers with these high quality materials. Teachers can use these additional support materials in a flexible manner based on students’ assessed levels of skills and knowledge to provide extra teaching time to allow them to stay up with their grade-level peers.

Question 2: 60 minute ELD Instructional Materials and the core Basic program

Why should the 60 minutes ELD Instructional Materials not be integrated with the core, Basic program?

Answer:

In order to adequately prepare students to master grade level *ELA* content standards in the core Basic program, teachers and administrators from across the state have expressly stated that they need the full recommended time indicated by the Framework to accomplish this task: one hour in Kindergarten, 2.5 hours in Grades 1-3, 2 hours in Grades 4-5, and 1-2 hours in Grades 6-8. There is a request for the Board to consider inclusion of English language development instruction based on language proficiency levels within the core Basic program instructional time. This is not appropriate because there will not be enough time to devote to the ELA standards.

Issues Related to Embedding the ELD Standards in the Core Program

There are several issues to consider related to integrating ELD instruction in the core Basic program and thus within the same time frames described above. Given the academic rigor of the ELA standards and the amount of time required to teach those standards, some portion of the ELA standards will have to be omitted to make room for ELD instruction. The question then is, what gets left out? Children are held accountable for mastery of the ELA standards. It is not acceptable to eliminate a third or up to a half of the ELA standards.

As previously stated, the proposed Criteria for the core Basic Program provide for a comprehensive language development and literacy program. However, the Board staff acknowledges that districts may want or need additional time to assist some students in English language development. This now is addressed through the additional 60 minute ELD Instructional Materials. The Board staff supports extra instructional materials for English language development and views this time spent on ELD as an addition to time spent on instruction in the core Basic program. Therefore, the Board staff does not support integrating the ELD instruction into the core Basic program.

Question 3: Proposed Program Option 6

Will Program Option 6 lead to improved academic achievement of English learners?

Answer

This issue seems to be based on the assumption that English learners learn to read and write by differentiating instruction based on language proficiency levels rather than by differentiating instruction based on assessed reading/language arts skills and knowledge. We do not agree with this assumption. The evidence indicates that English learners learn to read and write in the same manner and require the same research-based instruction as English only students. What English learners do need is to be continually assessed for mastery of the English-Language Arts standards (through assessments provided in the core Basic program) and be provided additional instructional time and extra teacher support to fully and successfully participate in the daily lessons of the core program. All the material required to accomplish this is provided in Program Options 1, 2, and 3. Using language proficiency levels to determine what type of instruction a child receives or level of intensity taught is not founded in any scientific evidence to date. What is supported by the scientific evidence is ongoing assessment of reading skills to determine what skills need to be taught further and what the student has mastered.

There is a question as to how an Option 6 program would be structured. If students are to be taught according to language proficiency levels, then how would this be accomplished? The Option 6 proposal recommends that children at the Beginning, Early Intermediate, and Intermediate levels would receive instruction in the program. It is very likely that the teacher would have all three levels in the classroom. Would the teacher teach the phonics lesson three different times to three different groups in three different ways based on the concept of differentiating the instruction according to

language levels? If so, what about the other components of reading/language arts instruction—phonemic awareness, oral reading fluency, vocabulary, reading comprehension, and writing? Would the teacher differentiate based on language levels for each of these components and thus teach three different lessons for each of these? This does not seem manageable for a teacher.

Implementation of Option 6 would require districts and schools to separate their students by language proficiency and provide different core programs based on students California English Language Development Test (CELDT) score levels. These scores typically become available in February of each year. Districts will have to place students into core instructional programs in July/September based on a test not intended for that purpose and with test scores that reflect student language proficiency six months prior.

Native speakers, as well as English learners at the Early Advanced and Advanced levels of language proficiency would be placed either in Program Option 1 or 2 while English learners at the lowest three levels of English proficiency would be placed in a separate core program (proposed Program Option 6). In this proposal, students in Program Option 6 would be segregated from their native speaking peers and from English learners at the highest 2 levels of English language proficiency. In this scenario, English learners at the lowest levels of English proficiency will not have the benefit of participating in classroom discussions and/or learning from their more English proficient peers. Only when they have acquired English to the Early Advanced level of proficiency will they be integrated back into classrooms with their more English proficient peers.

Once English learners placed in Program Option 6 reach the early advanced level of English language proficiency, the district will need to purchase more instructional materials and transition these students to Program Option 1 or 2. It is unclear how districts will transition students into a more appropriately challenging program when they have not had the same exposure to the ELA standards as the other students who have participated in Program 1 or 2 all along.

Question 4: Literature Selections and Decodable Text

Should the Criteria requirements for literature selections be modified to reduce linguistic complexity and should the requirements for decodable text be modified to include “more natural sounding language”?

Answer

Literature Selections

The criteria requires “reading selections, including those read to students and those that students read, are of high quality, interesting, motivational, multicultural, and age-appropriate for students.” Literature selections and reading passages must reflect the required grade level genre and types of informational text described in the standards and provide a wide variety and grade appropriate amounts of high quality reading materials. All children should have the opportunity to experience reading and discussing challenging literature of all types. To ensure this, the framework and criteria provide

clear and extensive direction to publishers about how core reading/language arts programs must meet the needs of all students including the learning needs of English learners, students who use African-American Vernacular English, struggling readers, and students with disabilities.

The purpose of the core instruction and extra support is so that all students have an equitable opportunity to master grade level content. Instead of limiting vocabulary and complexity of content, the teacher is provided all the materials necessary to help students keep up with their peers and succeed in the core program's daily lessons. This is done by preteaching new or difficult vocabulary and content, extra time to build background knowledge and concepts necessary to understand the reading selections, reteaching skills and concepts that are difficult, providing additional time to learn and practice on the structural features and grammatical rules of English, and providing extra support in grade level writing assignments.

Decodable Text

It has been suggested that decodable text for English learners should take into account "more natural sounding language" in order to develop phonics skills along with language development. This is contrary to the purpose of decodable texts. The major purpose of decodable text, which typically appears as a sequenced set of short books that are part of the core Basic program materials, is to provide students with practice in reading words in context that contain those sound/spellings that they have recently been taught. It is through this practice that students become automatic and fluent with reading text. Its main function is to serve as a transition from a reader of simple text into a reader of literature and informational text. Decodable text is not the only reading materials available to students in the programs. In addition to decodables, children are offered rich literature selections that can be read to them or that students read in which students discuss ideas and learn new vocabulary and comprehension skills.

Why would we teach children to read text that has "more natural sounding language" when narrative and expository text are not the same as spoken language or "natural sounding language?" Narrative and expository text are unlike spoken language in that there is a higher level of vocabulary and more complex sentence structure. It is with this in mind that children practice their decoding skills with decodable text so that they can become automatic at reading words. When this automaticity happens, their attention can be focused on understanding what they read. During and beyond decoding instruction, children are taught vocabulary, knowledge content, and comprehension skills and strategies to become proficient and accomplished readers.

Question 5: Equity and Access

What steps did the Curriculum Commission take to ensure that the instructional programs for the 2008 adoption will be fully accessible to all students?

Answer

Making sure that the core program is accessible to English learners, students with disabilities, students who use African-American Vernacular English, and struggling

readers is an issue of equity. Ensuring equitable access was a driving force behind the decision-making regarding the requirements of the criteria. Instructional materials need to be easily accessible so that students do not have to struggle to navigate their way through the material. Issues of equity and access were addressed in two ways:

1. Accessible instructional design
2. Instructional pacing

Accessible Instructional Design

English learners and other students at risk of not mastering grade level content need to be clearly and directly taught. They need to be able to anticipate what comes next in the instructional sequence and what is expected of them so they can focus all their attention on learning the new academic content, skills, and strategies presented in the lessons.

The Commission made a conscious decision about the approach to accessibility. They chose to develop materials that eliminated needless lesson complexity and learner confusion while maintaining grade level rigor and learning expectations by providing extensive instructional support. This support includes extra instructional and practice time, to make sure that students would master grade level skills and strategies at the same rate as their classmates.

In contrast, Option 6 would require instructional materials that simplify vocabulary and linguistic structures, reduce the density and complexity of reading materials, and reduce the degree of difficulty levels for student writing. To be successful in school, students need to learn high-level academic vocabulary and academic content. They need systematic and direct instruction and ample practice to replace simple words and sentences with more sophisticated ones in their speaking and writing.

Some examples from the criteria of the accessibilities requirements built into all program options include:

- Internal structure of the program within a grade level and across grade levels is coherent and consistent in the design of weekly and daily lesson planners and in the teaching routines and procedures used in program components.
- Dimensions of complex tasks are analyzed and broken down into component parts; each part is taught in a logical progression.
- The amount of new information is controlled and connected to prior learning, and students are explicitly assisted to make connections through direct instruction.
- Instructional materials include directions for:
 - Direct teaching
 - Teacher modeling and demonstration
 - Guided and independent practice and application with corrective feedback during all phases of instruction and practice
 - Appropriate pacing of lessons
 - Preteaching and reteaching as needed

Instructional Pacing

Another important issue related to equity and access is appropriate instructional pacing. Appropriate pacing within a lesson and across lessons is necessary to ensure that all students (classroom to classroom and school to school) are provided equal opportunities to master all grade level standards. To do this, students must have the opportunity to receive quality instruction that covers the entire curriculum so they don't fall behind. Too often in the past, those children who needed the most instruction, received the least. In many classrooms, instruction was slowed down so that not all units were taught, or parts of the program were omitted. Doing this denies students the opportunity to receive multiple opportunities to receive instruction and to practice the standards as they move systematically through the entire curriculum.

The criteria call for researched-based instruction and repeated opportunities to practice and review skills and content throughout the instructional year. Without this, students will not master grade-level content or be able to retain and apply the new skills and strategies that are taught. With the advent of state standards and accountability, all children are held responsible for the mastery of the same standards. This is what makes completion of the materials, which thoroughly teach the standards, an imperative. The criteria provide specific additional instructional materials and support. These are the materials and tools that teachers need to provide English learners and other students at risk of not mastering the grade level content.

1	Contents of Criteria for Evaluating Instructional Materials	
2	Introduction	450451
3	Guide to Program Descriptions	450452
4	Overview of Types of Programs	452453
5	Section I: Program Descriptions	454455
6	Reading/Language Arts Basic Program,	
7	Kindergarten Through Grade Eight	454455
8	Reading/Language Arts/English Language Development Basic Program,	
9	Kindergarten Through Grade Eight	458459
10	Primary Language/English Language Development Basic Program,	
11	Kindergarten Through Grade Eight	460461
12	Intensive Intervention Program in Reading/Language Arts,	
13	Grades Four Through Eight	461462
14	Intensive Intervention Program for English Learners,	
15	Grades Four Through Eight	462463
16	Section II: Criteria	465466
17	Criteria Category 1: Alignment with <i>English-Language Arts Content Standards</i>	465466
18	Criteria Category 2: Program Organization	472473
19	Criteria Category 3: Assessment	473474
20	Criteria Category 4: Universal Access	477478
21	Criteria Category 5: Instructional Planning and Support	480481
22	Appendix Attachment A: Reading/Language Arts Matrices	483484
23	Matrix 1: Intensive Intervention in Reading/Language Arts,	
24	Grades Four Through Eight	483484
25	Matrix 2: Intensive Intervention for English Learners,	
26	Grades Four Through Eight	486487
27	Matrix 3: English Language Development Instruction, Kindergarten	
28	Through Grade Eight	489490
29	Appendix Attachment B: History-Social Science and Science Matrices	492493
30	Matrix 1: History-Social Science Content Standards,	
31	Kindergarten Through Grade Three	492493
32	Matrix 2: Science Content Standards,	
33	Kindergarten Through Grade Three	499500
34	Attachment C: Curriculum Content	
35	Table 1: Kindergarten Through Grade Three	
36	Table 2: Grades Four Through Eight	
37	Table 3: Intensive Intervention, Grades Four Through Eight	
38	Partial List of References	505

Criteria for Evaluating Instructional Materials: Reading/Language Arts/English Language Development, Kindergarten Through Grade Eight

INTRODUCTION

California has been a national leader in adopting standards-aligned and comprehensive materials to address the needs of all students in kindergarten through grade eight. The materials adopted through the *2002 Reading/Language Arts/English Language Development Evaluation Criteria* were groundbreaking in their emphasis on alignment to rigorous content standards and the curriculum framework, current and confirmed research, and meeting the needs of all students for instruction in reading and language arts.

The upward trend in student achievement in kindergarten through grade eight supports the continued state commitment to evaluation criteria aligned with the standards and curriculum framework. The new *Criteria for Evaluating Instructional Materials: Reading/Language Arts/English Language Development* includes elements of the *2002 Criteria* and addresses current documented instructional needs of California's students. The new *Criteria* are designed to produce instructional materials that will help teachers to close the achievement gap that persists despite gains in reading/language arts achievement since the last adoption cycle of instructional materials. To that end, the *Criteria* emphasize increased vocabulary, oral reading fluency, and writing. There is a deeper focus on the instructional needs of English learners, students with disabilities, struggling readers, and students who use African-American vernacular English. Also noteworthy in the new *Criteria* is the requirement for new and improved types of assessments.

California is committed to the fact that the English language arts content standards are adopted for all our children. The *Criteria* in 2008 will provide instructional materials to support successful mastery of the English-language arts content standards by all California's children.

Guide to Program Descriptions

Each instructional program submitted for adoption must meet all appropriate program descriptions and all required criteria in five categories: 1) Alignment to the English-language arts content standards; 2) Program Organization; 3) Assessment; 4) Universal Access; and 5) Instructional Planning and Support. Programs must also meet the requirements in Appendix Attachment A, and Appendix Attachment B, and Attachment C where applicable. There are two levels of features for each program submitted: *must* be included or *should* be included. If *must* features are omitted, the program cannot be adopted. Program features listed under *should* will be evaluated holistically.

For ease of use, this document has been organized into two sections. Section I presents the Program Description for each of the five types of programs. Section II presents the evaluation criteria for the five categories listed above. There are three appendices. ~~Appendix Attachment A~~, "Reading/Language Arts Content Standards Matrices," identifies content standards that must be addressed for the Intensive Intervention Program in Reading/Language Arts, Grades Four Through Eight; the Intensive Intervention Program for English Learners, Grades Four Through Eight; and the English Language Development Instruction, Kindergarten Through Grade Eight. ~~Appendix Attachment B~~, "History-Social Science and Science Content Standards Matrices," identifies the history-social science and science content standards that must be addressed in kindergarten through grade three. Attachment C, "Curriculum Content" lists effective instructional elements that must be included in Kindergarten through grade eight and the Intensive Intervention Programs, grades four through eight.

The last section, References, offers a partial bibliography of current and confirmed research in reading/language arts, as defined by *Education Code* Section 44757.5(j):

"Research on how reading skills are acquired" means research that is current and confirmed with generalizable and replicable results. "Current" research is research that has been conducted and is reported in a manner consistent with contemporary standards of scientific investigation. "Confirmed" research is research that has been replicated and the results duplicated. "Replicable" research is research with a structure and design that can be reproduced. "Generalizable" research is research in which samples have been used so that the results can be said to be true for the population from which the sample was drawn.

The reviewers will evaluate each program submitted on the basis of the following sections, appendices, and documents:

- (1) Program Description
- (2) Criteria in the five categories
- (3) ~~Appendix Attachment A~~, "Reading/Language Arts Content Standards Matrices" (where applicable)
- (4) ~~Appendix Attachment B~~, "History-Social Science and Science Content Standards Matrices, Kindergarten through Grade Three" (where applicable)
- (5) Attachment C, "Curriculum Content" (where applicable)
- (56) *English-Language Arts Content Standards*
- (67) *Reading/Language Arts Framework for California Public Schools*

Types of Programs

For the adoption cycle beginning in November 2008 for Reading/Language Arts/English Language Development, five types of programs will be reviewed and adopted: (I) Reading/Language Arts Basic Program, Kindergarten Through Grade Eight; (II) Reading/Language Arts/English Language Development Basic Program, Kindergarten Through Grade Eight; (III) Primary Language/English Language Development Basic Program, Kindergarten Through Grade Eight; (IV) Intensive Intervention Program in Reading/Language Arts, Grades Four Through Eight; and (V) Intensive Intervention Program for English Learners, Grades Four Through Eight. Publishers may submit programs in any or all of the five types of programs.

I. *Reading/Language Arts Basic Program, Kindergarten Through Grade Eight*

This program provides instructional materials aligned with the *English-Language Arts Content Standards* and provides instructional content for 180 days of instruction for the following minimal daily time periods:

- 1 hour in kindergarten
- 2.5 hours in grades one through three
- 2 hours in grades four, five/six
- At least 1, and up to 2 hours in grades six, seven/eight

Instructional elements that reinforce and extend the Basic Program:

- 30 minutes of extra support for English learners in kindergarten through grade eight
- 30 minutes of extra support for struggling readers in kindergarten through grade eight
- 15-20 minutes of Intensive Vocabulary Instructional Support in kindergarten through grade three
- A minimum of 90 lessons each one lasting 15 minutes for each of the five sets of technical skills in a primary classroom Reading Intervention Kit for grades one through three (the same classroom kit for all three grade levels)

II. *Reading/Language Arts/English Language Development Basic Program, Kindergarten Through Grade Eight*

This program includes all content and the four instructional elements required in the Reading/Language Arts Basic Program *plus* additional required daily English language development (ELD) instruction. The additional ELD instruction includes one hour of daily instruction that is consistent with the *English-Language Arts Content Standards* and *Reading/Language Arts Framework* and assists students in acquiring English as quickly and efficiently as possible. Reading/Language Arts/English Language Development Basic Program materials must provide instructional content for 180 days of instruction for the following minimal daily time periods:

- 1 hour in kindergarten

- 2.5 hours in grades one through three
- 2 hours in grades four, five/six
- At least 1, and up to 2 hours in grades six, seven/eight
- 1 hour of English language development instruction, kindergarten through grade eight

III. Primary Language/English Language Development Basic Program, Kindergarten Through Grade Eight

The English language development (ELD) instructional program parallels the content of the Basic Program. Instructional materials are in a language other than English and are consistent with the content of the *English-Language Arts Content Standards* and the *Reading/Language Arts Framework*. There are appropriate modifications for the primary language. These materials are intended for students on waiver and are designed to ensure students are successful in acquiring English. The materials also provide additional required daily ELD instruction consistent with the *English-Language Arts Content Standards* and the *Reading/Language Arts Framework*. ELD instruction assists students in acquiring English as quickly and efficiently as possible. Materials must provide instructional content for 180 days of instruction for the following minimal daily time periods:

- 1 hour in kindergarten
- 2.5 hours in grades one through three
- 2 hours in grades four, five/six
- At least 1 hour and up to 2 hours in grades six, seven/eight
- 1 hour of English language development instruction, kindergarten through grade eight

IV. Intensive Intervention Program in Reading/Language Arts, Grades Four Through Eight

This program provides a stand-alone, intensive, accelerated reading/language arts program designed specifically for students in grades four through eight whose reading achievement is two or more years below grade level. This program is designed to accelerate students' successful reentry into the Basic Program at grade level. Materials must provide instructional content for 180 days of instruction for the following minimal daily time period:

- 2.5 to 3 hours in grades four through eight

V. Intensive Intervention Program for English Learners, Grades Four Through Eight

This program for English learners provides a stand-alone, intensive, accelerated reading/language arts program designed specifically for English learners in grades four through eight whose academic performance is two or more years below grade level. This program is designed to accelerate the learning of English and successful reentry into the Basic Program at grade level. Materials must provide instructional content for 180 days of instruction for the following minimal daily time period:

- 2.5 to 3 hours in grades four through eight

SECTION I: PROGRAM DESCRIPTIONS

All submissions must meet the requirements of this section and Criteria Categories 1 through 5 in Section II. Publishers may submit any of the five types of programs described below. Where applicable, programs must also meet the requirements in Appendix Attachment A and Appendix Attachment B, and Attachment C. The five types of programs are described below.

I. The Reading/Language Arts Basic Program, Kindergarten Through Grade Eight

(For additional guidance, see the *Reading/Language Arts Framework*, Chapter 7, “Universal Access to the Language Arts Curriculum”, and the Universal Access sections for each grade in Chapters 3 and 4.)

1. The *Criteria* call for Basic Programs designed for use by the classroom teacher as the comprehensive curriculum that will ensure that all students, including English learners, master the English-language arts content standards. The Basic Program must utilize instructional materials that are designed to foster *universal access*, which means the Basic Program curriculum is accessible to all students.
2. The Reading/Language Arts Basic Program shall undergo the following evaluations:
 - a. Educational content review based on the Program Description in Section I
 - b. Criteria (all categories) in Section II
 - c. Appendix Attachment B, “History-Social Science and Science Content Standards, Kindergarten through Grade Three”
 - d. Attachment C, Table 1, “Curriculum Content: Kindergarten Through Grade Three” and Table 2, “Curriculum Content, Grades Four Through Eight.”
 - e. *English-Language Arts Content Standards*
 - f. *Reading/Language Arts Framework*
3. This Basic Program, including required additional supporting instructional elements, may not be submitted as a partial or supplemental resource. It must incorporate the principles of universal access described in the *Reading/Language Arts Framework*, be based on research [as defined in *Education Code* Section 44757.5(j)], and provide instructional content for 180 days of instruction for minimal daily time periods of:
 - a. 1 hour in kindergarten
 - b. 2.5 hours in grades one through three
 - c. 2 hours in grades four, five/six
 - d. At least 1 and up to 2 hours in grades six, seven/eight
4. The Basic Program curriculum in kindergarten through grade eight provides comprehensive guidance for teachers in providing effective, efficient, explicit, sequential, linguistically logical, and systematic instruction, practice, application, and diagnostic support in all skills and strategies at the appropriate

grade levels as defined in the *English-Language Arts Content Standards*, *Reading/Language Arts Framework*, and this *Criteria*.

Additional Required Instructional Elements in the Basic Programs

5. Basic Programs must include four additional elements:

- a. Struggling Readers Extra Support
- b. English Learners Extra Support
- c. Intensive Vocabulary Instructional Support
- d. Reading Intervention Kit

Struggling Readers Extra Support, Kindergarten Through Grade Eight

6. The purpose of these materials is to provide guidance for teachers and support for students to allow them to successfully participate in and progress through the daily lessons from the Basic Program with their peers. Instructional materials provide comprehensive guidance for teachers and effective, efficient, and explicit instruction for struggling readers (any student experiencing difficulty learning to read and may include students who use African-American vernacular English, English learners, and students with disabilities). Instructional materials for struggling readers must be standards-aligned, assessment-based programs that lead to mastery of all the English-language arts content standards. These materials can be used to ensure that students will be successful in the Basic Program curriculum.

Support materials for struggling readers must provide the following:

- a. 30 minutes of additional instructional materials daily
- b. Teacher edition and student materials that reinforce and extend the regular classroom/Basic Program daily lessons
- c. Additional opportunities for checking for understanding
- d. Instruction to increase background knowledge, prerequisite skills, and concepts
- e. Additional opportunities for vocabulary development
- f. Additional practice in the key skills and strategies taught in the lesson
- g. Reteach material already taught in the lesson
- h. Preteach material that will be taught in the lesson
- i. Additional instructional support for students who use African-American vernacular English who may have difficulty with phonological awareness and standard academic English structures of oral and written language, including spelling and grammar

English Learner Extra Support, Kindergarten Through Eight

7. Instructional materials for English learners provide support for students to allow them to successfully participate in and progress through the daily lessons from the Basic Program with their peers. Instructional materials provide comprehensive guidance for teachers and effective, efficient, and explicit instruction for English learners. Instructional materials must be standards-aligned, assessment-based programs leading to mastery of all the English-

language arts content standards. These extra support instructional materials are specifically designed daily lessons to preteach concepts, develop background knowledge, build academic vocabulary, and develop critical technical skills. It is essential that students who are simultaneously learning English and reading language arts content have additional time for instruction and practice to master grade level content standards.- Materials provide English language development and necessary linguistic support to ensure that students will be successful in the Basic Program curriculum.

8. Support materials for English learners must include the following:
 - a. Materials that address the Beginning, Early Intermediate, Intermediate, and Early Advanced levels of English language proficiency at appropriate grade levels
 - b. 30 minutes of additional instructional materials daily
 - c. Teacher edition and student materials that are designed to reinforce and extend the regular classroom/Basic Program daily lessons
 - d. Materials that help teachers teach English learners to master the English-language arts content standards so learners can read, write, comprehend, and speak English for personal use and at the proficient level for academic schoolwork.
9. Support materials provide additional explicit linguistic instruction in areas of difficulty for students, including:
 - a. Survival vocabulary and language, including but not limited to, obtaining necessities, making requests, and understanding instructions (essential for newcomers)
 - b. Language skills that are transferable from students' primary language to English and non-transferable skills
 - c. Acquisition of academic vocabulary
 - d. Phonological, morphological, syntactical, and semantic structures of English
10. The materials provide additional support in areas in which students are likely to have difficulty—primarily the following strands and substrands of the English-language arts content standards:
 - a. Phonologically based spelling
 - b. Listening and speaking comprehension
 - c. Organization and delivery of oral communication
 - d. Speaking applications
 - e. Academic language
 - f. Vocabulary and concept development
 - g. Sentence structure
 - h. Grammar

Intensive Vocabulary Instructional Support, Kindergarten Through Grade Three

11. Support materials provide additional vocabulary development (beyond vocabulary instruction in the Basic Program) for students in kindergarten through grade three who require extra support in vocabulary development. These instructional materials are intended to be an addition to the regular vocabulary lessons described in the Basic Program Descriptions and Criteria Category 1. The purpose of these materials is to increase the oral vocabulary of students with limited vocabulary which may include English learners.

students with disabilities, struggling readers, and students who use African-American Vernacular English.

12. These materials must build students' oral vocabulary by providing instruction in a wide range of meaningful vocabulary, explaining the meanings of unfamiliar words (beyond their reading vocabulary), allowing ample opportunities for students to discuss word meanings and use new words.
13. For each grade level, programs provide a list of logically sequenced vocabulary words that will be taught and are beyond grade-level reading.
14. Programs must establish a list of vocabulary words for each grade level and support/defend the lists with research.
15. Teacher editions and student materials provide instructional resources and strategies for developing vocabulary through multiple readings by the teacher of narrative and engaging expository texts, followed by explicit and systematic instruction in oral discourse of the selected vocabulary.
16. Intensive vocabulary instruction is research-based, direct, explicit, and systematic and includes:
 - a. Weekly lesson plans for daily lessons
 - b. Weekly lesson plans that include instruction in eight to ten words per week (kindergarten), ten to twelve words per week (grades one and two), and fifteen to eighteen words per week (grade three)
17. Narratives and expository texts provided in the intensive vocabulary materials link to unit/themes in the Basic Program.
18. Intensive vocabulary lessons must include the following:
 - a. Development of students' listening and speaking vocabulary
 - b. Instruction in words that are beyond student reading vocabulary
 - c. 15 to 20 minutes of additional daily vocabulary instruction
19. Materials include weekly lesson plans that include:
 - a. Multiple readings by the teacher of one or two narrative or interesting expository texts with emphasis on developing oral vocabulary and opportunities for students to hear, use, and reflect on/discuss the meanings of the target words.
 - b. Weekly oral pre- and post-assessments on new words
 - c. During narrative/expository text readings, teachers provide simple definitions of target vocabulary words using language that is known by students.
 - d. Materials provide opportunities for students to use words in individual and group responses over time and in different contexts.
 - e. Materials include suggestions for periodic review and extended use of the words beyond the instructional time.

Reading Intervention Kit, Grades One Through Three

20. The Reading Intervention Kit is a classroom kit that provides sets of strategic intervention materials, one set for each of the five key technical skill domains of beginning reading, for efficient and effective use in tutorial or small-group instructional settings. These materials focus on students in grades one through three who need reteaching and/or practice in one or more of the technical skill domains. In particular, the lessons in the kit provide targeted instruction in one or more of the English Language Arts Content Standards taught in a previous grade(s) that may have not been mastered. The instructional strategies incorporated in these sets of materials should be consistent with those used in the Basic Program.
21. The kit includes teacher and student editions that provide materials for instruction in the following beginning technical skills in reading as defined by the English-language arts content standards in kindergarten through grade three:
 - a. Phonemic awareness and phonological awareness
 - b. Phonics and decoding
 - c. Oral reading fluency
 - d. Vocabulary (including those words taught in grades one through three of the Basic Program)
 - e. Reading comprehension skills
22. The kit contains five sets of technical skills materials. Each set of materials includes a minimum of 90 15-minute lessons that are designed for explicit, sequential, and systematic instruction. Each set also provides a periodic progress-monitoring assessment for determining attainment of the skill(s) taught.
23. The same classroom kit for grades one through three is acceptable.

II. The Reading/Language Arts/English Language Development Basic Program, Kindergarten Through Grade Eight

(For additional guidance, see the Universal Access sections (under “English Learners”) for each grade in the *Reading/Language Arts Framework*.)

24. The Reading/Language Arts/English Language Development Basic Program includes all content and the four additional instructional elements required in the Reading/Language Arts Basic Program *plus* the additional required one hour of daily English language development instruction.
25. The Reading/Language Arts/English Language Development Basic Program shall undergo the following evaluations:
 - a. Educational content review based on the Program Description in Section I

- b. Criteria (all categories) in Section II
 - c. ~~Appendix A, "Matrix 3, English Language Development Instruction, Kindergarten Through Grade Eight"~~
 - d. ~~Appendix Attachment B, "History-Social Science and Science Content Standards, Kindergarten through Grade Three"~~
 - e. ~~Attachment C, Table 1: "Curriculum Content: Kindergarten Through Grade Three" and Table 2: "Curriculum Content, Grades Four Through Eight."~~
 - f. ~~English-Language Arts Content Standards~~
 - g. ~~Reading/Language Arts Framework~~
26. The additional one hour of English Language Development Instruction, Kindergarten Through Grade Eight shall undergo the following evaluations:
- a. English-Language Arts Content Standards
 - b. English Language Development Standards
 - c. Attachment A, Matrix 3, English Language Development Instruction, Kindergarten Through Grade Eight
27. The English language development (ELD) instructional materials are consistent with and connected to the Basic Program and aligned to the *English-Language Arts Content Standards*, *English Language Development Standards*, and *Reading/Language Arts Framework*.
(For additional guidance, see the Universal Access section (under "English Learners") for each grade in the *Reading/Language Arts Framework*).
28. ELD instructional materials must include the following features:
- a. Lessons address the Beginning, Early Intermediate, Intermediate, and Early Advanced levels of English language proficiency at appropriate grade levels.
 - b. Teacher edition and student materials are focused and efficient to ensure English learners acquire proficiency in English as quickly and effectively as possible.
 - c. Additional ELD instructional support is given to English learners (beyond the Basic Program) for one hour daily.
 - d. The one hour of daily instruction may be presented in smaller segments or lessons. For example, programs may provide daily instruction that includes two to four lessons that total one hour per day.
29. The ELD materials are designed to ensure students' mastery of the English-language arts content standards and include the following:
- a. Instructional materials are connected to, and consistent with, the unit/theme of the Basic Program.
 - b. Materials include instruction, practice, review, and application that lead to student acquisition of English.

- c. Instructional materials will allow opportunities for students to read, write, and discuss expository text.

~~29~~30. These ELD materials must provide explicit, sequential, linguistically logical, and systematic instruction, practice, application, and diagnostic support in areas in which students are likely to have difficulty, including:

- a. Phonemic awareness and phonics
- b. Oral reading fluency
- c. Word recognition and spelling
- d. Vocabulary and morphology
- e. Grammar and usage
- f. Listening and reading comprehension
- g. Sentence structure (aligned with narratives, reading passages, and writing assignments)
- h. Speaking and writing

~~30-31~~ ELD materials provide formal linguistic instruction, practice, and opportunities for application, including:

- a. Survival vocabulary and language, including, but not limited to, obtaining necessities, making requests, and understanding instructions (essential for newcomers)
- b. Skills that are transferable from students' primary language to English and non-transferable skills
- c. Acquisition of academic vocabulary
- d. Phonological, morphological, syntactical, and semantic structures of English
- e. Oral language development

III. Primary Language/English Language Development Program, Kindergarten Through Grade Eight

(For additional guidance, see the Universal Access section (under "English Learners") for each grade level in the *Reading/Language Arts Framework*.)

Publishers may develop comprehensive reading/language arts programs in the key languages of the state for students in kindergarten through grade eight on waiver as defined by Proposition 227.

~~31-32~~ Primary Language/English Language Development Basic Program parallels the Reading/Language Arts/English Language Development Basic Program (RLA/ELD) described in program type II and is aligned with the *English-Language Arts Content Standards* and the *Reading/Language Arts Framework* with appropriate modifications for the primary language.

~~32~~33. The Primary Language/English Language Development Program shall undergo the following evaluations:

- a. Educational content review based on the Program Description in Section I
- b. Criteria (all categories) in Section II

- ~~c. Appendix A, "Matrix 3: English Language Development Instruction, Kindergarten Through Grade Eight"~~
~~d. Appendix Attachment B, "History-Social Science and Science Content Standards, Kindergarten through Grade Three"~~
~~Attachment C, Table 1, "Curriculum Content: Kindergarten Through Grade Three" and Table 2, "Curriculum Content, Grades Four Through Eight."~~
~~e. *English-Language Arts Content Standards*~~
~~f. *Reading/Language Arts Framework*~~
34. The additional one hour of English Language Development Instruction, Kindergarten Through Grade Eight shall undergo the following evaluations:
- a. English-Language Content Standards
 - b. English Language Development Standards
 - c. Attachment A, Matrix 3, English Language Development Instruction, Kindergarten Through Grade Eight
- ~~33~~35. This Primary Language program may not be submitted without ELD instructional materials or as a partial or a supplemental resource. This Primary Language program may not be submitted as part of the Basic Program. This program stands alone and will be submitted and evaluated separately.
- ~~34~~36. ELD instruction is consistent with the *English-Language Arts Content Standards*, *English Language Development Standards*, and the *Reading/Language Arts Framework*; and provides one hour of daily instruction to assist English learners in acquiring proficiency in English; and ensures student mastery of the standards.
- IV. Intensive Intervention Program in Reading/Language Arts, Grades Four Through Eight**
 (For additional guidance, see the Universal Access section under "Reading Difficulties" for each grade in the *Reading/Language Arts Framework*.)
- ~~35~~37. The Intensive Intervention Program in Reading/Language Arts is designed to be a stand-alone, intensive, accelerated reading/language arts program. This program provides two and one-half hours to three hours of daily instruction designed to address the instructional needs of students in grades four through eight whose reading achievement is two or more years below grade level (including students who use African-American vernacular English, English learners, struggling readers, and students with disabilities).
- ~~36~~38. There are two purposes of intervention instruction for students in grades four and above who are two or more years below grade level in reading achievement: 1) to teach students to read; and 2) to teach students those grade-level English-language arts content standards they have not previously mastered.
- ~~37~~39. Based on curriculum-embedded diagnostic assessment, this program should position students to progress rapidly toward successful reentry into the

Basic Program at their appropriate grade level. The instructional design of the program should assume that students can gain two grade levels for each year of instruction.

~~3840.~~ The Intensive Intervention Program in Reading Language Arts shall undergo the following evaluations:

- a. Educational content review based on the Program Description in Section I
- b. Criteria (all categories) in Section II
- c. ~~Appendix Attachment A~~, "Matrix 1: Intensive Intervention in Reading/Language Arts, Grades Four Through Eight"
- d. ~~Appendix Attachment C: Table 3, "Curriculum Content, Intensive Intervention, Grades Four Through Eight."~~
- ~~de. English-Language Arts Content Standards~~
- ef. *Reading/Language Arts Framework*

~~3941.~~ The program may not be submitted as part of the Basic Program. This program is designed to accelerate student reentry into the Basic Program within two years or less. Students who are two or more years below grade level will not benefit from grade-level instruction in the Basic Program because grade-level reading and instructional materials in the Basic Program are beyond the students' reading comprehension level. Publishers choosing to submit an Intensive Intervention Program in Reading/Language Arts must submit it as a stand-alone program that will be evaluated separately.

~~4042.~~ This curriculum must incorporate the principles of universal access described in the *Reading/Language Arts Framework*, be based on research [as defined in *Education Code* Section 44757.5(j)], and provide instructional content for 180 days of instruction for minimal daily time periods of 2.5 to 3 hours.

~~4143.~~ The program must have multiple levels/points of entry to appropriately address the skill levels of students in grades four through eight.

~~4244.~~ The curriculum for Intensive Intervention Program in Reading/Language Arts provides guidance to teachers in efficient and effective instruction. Teacher and student editions provide explicit, sequential, linguistically logical, and systematic instruction, practice, application, and diagnostic support in areas in which students (including students who use African-American vernacular English) are likely to have difficulty—primarily the following strands and substrands of the English-language arts content standards, grades one through six, including:

- a. Phonemic awareness and phonics
- c. Word recognition and spelling
- d. Oral reading fluency
- e. Vocabulary and morphology
- f. Grammar and usage

- g. Listening and reading comprehension
 - h. Sentence structure (consistent with narratives, reading passages, and writing assignments)
 - i. Writing
4345. Instructional materials will provide opportunities for students to read, write, and discuss expository text.

V. Intensive Intervention Program for English Learners, Grades Four Through Eight

(For additional guidance, see the Universal Access sections (under “English Learners”) for each grade in the *Reading/Language Arts Framework*.)

~~4446.~~ The Intensive Intervention Program for English Learners is designed to be a stand-alone intensive reading/language arts program. This program provides two and one-half hours to three hours of daily instruction developed specifically for English learners in grades four through eight whose academic achievement is two or more years below grade level. This stand-alone reading/language arts intervention program addresses literacy and language development. The materials incorporate the elements of English language development described below and are designed to provide intensive, accelerated, and extensive English language development that complements and supports reading/language arts instruction.

4547. This program may not be submitted as part of the Basic Program. This program is designed to accelerate student reentry into the Basic Program within two years or less. Publishers choosing to submit an Intensive Intervention Program for English Learners must submit it as a stand-alone program that will be evaluated separately.

4648. Based on curriculum-embedded diagnostic assessment, this program should position students to progress rapidly toward reentry into the Basic Program at their appropriate grade level. The instructional design of the program should assume that students can gain two grade levels for each year of instruction.

4749. The Intensive Intervention Program for English Learners shall undergo the following evaluations:

- a. Educational content review based on the Program Description in Section I
- b. Criteria (all categories) in Section II
- c. ~~Appendix Attachment A~~, “Matrix 2: Intensive Intervention for English Learners, Grades Four Through Eight”
- d. ~~Appendix Attachment C~~: Table 3, “Curriculum Content, Intensive Intervention, Grades Four Through Eight.”

~~e. English-Language Arts Content Standards~~

~~e.f. Reading/Language Arts Framework~~

~~48~~50. This curriculum must incorporate the principles of universal access, be based on research as defined in *Education Code* Section 44757.5(j), and provide instructional content for 180 days of instruction for minimal daily time periods of 2.5 to 3 hours.

~~49~~51. The program must have multiple levels/points of entry in order to appropriately address the skill levels of students in grades four through eight.

~~50~~52. This program must emphasize academic language, vocabulary and concept development, sentence structure, grammar, organization and delivery of oral communication, and speaking applications.

~~54~~53. Materials guide the teacher on how to instruct English learners to master the English-language arts content standards so learners can read, write, comprehend, and speak English for personal use and at the proficient level for academic schoolwork.

~~52~~54. The program must include teacher and student editions and focus on instruction to assist English learners in developing proficiency in the English language and the concepts and skills contained in the *English-Language Arts Content Standards*. Emphasis is placed on:

- a. Instruction in the skills that are transferable from students' primary language to English and non-transferable skills
- b. Acquisition of academic vocabulary
- c. Phonological, morphological, syntactical, and semantic structures of English.

~~53~~55. These materials must provide explicit, sequential, linguistically logical, and systematic instruction, practice, application, and diagnostic support in areas in which students are likely to have difficulty—primarily the following strands and substrands of the English-language arts content standards, grades one through six:

- a. Phonemic awareness and phonics
- b. Word recognition and spelling
- c. Oral reading fluency
- d. Vocabulary and morphology
- e. Grammar and usage
- f. Listening and reading comprehension
- g. Sentence structure (consistent with narratives, reading passages, and writing assignments)
- h. Speaking and writing

SECTION II: CRITERIA

Criteria Category 1: Alignment with English-Language Arts Content Standards

All programs must include the following features:

1. Instructional materials that are designed to ensure that all students master each of the English-language arts content standards as defined in *Education Code* Section 60010(h).
2. Instructional materials reflect and incorporate the content of the *Reading/Language Arts Framework*.
3. Instructional materials incorporate the content described in Appendix Attachment A and Appendix Attachment B, and Attachment C (where applicable).
4. Instruction reflects current and confirmed research in reading/language arts instruction as defined in *Education Code* Section 44757.5(j).
5. Sufficient instructional time is allotted to content standards that require extensive teaching and are clear prerequisites for later content standards.
6. The program demonstrates an explicit relationship between academic language development, reading selections, and written and oral expression (see Category 1, Number 45, Writing section).
7. The *English-Language Arts Content Standards* and *Reading/Language Arts Framework* are the basis of the instructional materials. Extraneous materials not aligned to these content standards must be minimal and not detract from instruction.
8. Instructional materials include activities that relate directly to the learning objectives. Extraneous material is kept to a minimum.
9. Instructional materials use proper grammar and spelling (*Education Code* Section 60045).
10. Any gross inaccuracies or deliberate falsification revealed during the review process will result in disqualification, and any found during the adoption cycle will subject the program to removal from the list of state-adopted textbooks. Gross inaccuracies and deliberate falsifications are defined as those requiring changes in content.
11. All authors listed in the instructional program are held responsible for the content. If requested, the authors must be willing to supply proof of authorship. Beyond the title and publishing company's name, the only name to appear on a cover and title page shall be the actual author or authors.
12. Publishers must indicate in teacher materials all program components necessary to address all grade-level English-language arts content standards.

692 *Curriculum must provide explicit, sequential, linguistically logical, and systematic*
 693 *instruction, practice, application, and diagnostic support in the following program areas:*

694 *Phonemic Awareness*

- 695 13. Instructional materials for kindergarten through grade two must be taught
 696 comprehensively and as a sequence of skills in the grade levels as described in
 697 the English-language arts content standards.

698 *Phonics and Decoding*

- 699 14. Phonics instruction includes all sound-spelling correspondences and is taught
 700 in a sequential and logical design.
- 701 15. Publishers will include, for those students who need them, learning tools for
 702 phonemic awareness (such as phoneme phones and letter tiles).
- 703 16. Publishers will include, for those students who need them, learning tools for
 704 phonics (such as Elkonin boxes).

705 *Oral Reading Fluency and Word Attack Skills*

- 706 17. Instructional materials emphasize oral reading decoding fluency and the skills
 707 of word recognition, reading accuracy, and prosody. Programs offer strategies
 708 for increasing oral fluency rates with adequate daily materials of increasing
 709 difficulty.
- 710 18. Oral reading materials include instruction in word reading, practice on
 711 increasingly difficult passages, and assessments on this instruction and
 712 practice in grades one through five/six and grades six/seven through eight (as
 713 needed).
- 714 19. Student materials include opportunities for daily oral reading fluency practice.

715 *Decodable Books*

- 716 20. Sufficient pre-decodable and decodable texts are included at the early stages
 717 of reading instruction to allow students to develop automaticity and practice
 718 fluency. Those materials in the program designated as decodable must have
 719 text with at least 75% of the words consisting solely of previously taught sound-
 720 spelling correspondences and from 15% to 20% of the words consisting of
 721 previously taught high-frequency words and story words. High-frequency words
 722 introduced in pre-decodable and decodable texts are taken from a list of the
 723 most commonly used words in English, prioritized by their utility. For those
 724 sounds with multiple spellings, two sound-spellings may be paired in one
 725 decodable book or reading passage.
- 726 21. Each decodable text contains at the back a list of all the high-frequency words
 727 and sound-spelling correspondences introduced in that text.

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22. *Sufficient* is defined as the following:

- a. Kindergarten - at least 15 pre-decodable books (pre-decodable is defined as small books used to teach simple, beginning, high-frequency words usually coupled with a rebus).
- b. Kindergarten - approximately 20 decodable books, integrated with the sequence of instruction.
- c. First grade - two books per sound-spelling totaling a minimum of 8,000 words of decodable text over the course of a year.
- d. Second grade - approximately 9,000 words of decodable text, two decodable books per sound-spelling determined by the instructional sequence of letter-sound correspondence for students who still need this instruction.
- e. Intensive Intervention Programs - approximately 9,000 words of decodable text, two decodable reading selections/passages per sound-spelling determined by the instructional sequence of letter-sound correspondence for students who still need this instruction. Careful attention must be given to the age group for which these decodables are designed to ensure the content is age-appropriate and engaging for students in grades four through eight.

Spelling

23. Instructional materials link spelling with decoding as reciprocal skills. Spelling lessons are based on the phonemic and morphologic concepts taught at appropriate grade levels as defined in the English-language arts content standards. Spelling rules are explicitly taught with practice focused on patterns of words and sound-letter associations.

Vocabulary

- 24. Program provides direct, explicit, and systematic instruction and opportunities for student practice and application in key vocabulary connected to reading and writing instruction, including academic vocabulary from the *History-Social Science* and *Science Content Standards* that are addressed in the Basic or Intervention Programs.
- 25. Program includes weekly lesson plans for daily vocabulary lessons and a weekly list of target vocabulary words that will be taught.
- 26. Instructional resources provide strategies for teachers and student materials for developing academic language (i.e. the more difficult, abstract, technical, and specialized vocabulary and concepts used in texts and tests).
- 27. Materials provide opportunities for students to use and apply words in individual and group responses, over time, and in different contexts.
- 28. Materials include suggestions for periodic review and extended use of the words beyond the instructional time.

29. Program provides instruction designed to foster word consciousness and self-monitoring in attending to unknown words.
30. To promote language development, instructional materials in kindergarten through grade two include direct, explicit, and systematic instruction and opportunities for practice and application in the following:
- a. Classification of grade-appropriate words into categories
 - b. Word-learning strategies
 - c. Word meaning including the relationship and association of words to other words
 - d. In addition, in grade two, instruction in common antonyms and synonyms; knowledge of individual words in unknown compound words to predict their meaning; the meaning of simple prefixes and suffixes; and identification of simple multiple-meaning words
31. To promote language development, instructional materials in grades three and beyond include direct, explicit, and systematic instruction and opportunities for practice and application in the following:
- a. Word structure/analysis of prefixes, suffixes, base and root words, derivatives, and continuing opportunities for student practice in antonyms and synonyms as well as identification and usage of multiple-meaning words with grade-level expectations
 - b. Word meaning including the relationship and association of words to other words
 - c. Phonological, morphological, syntactical, and semantic structures of English
 - d. Direct, explicit, and systematic instruction and opportunities for student practice in identification of origins and meanings of foreign words frequently used in English, beginning in grade six; in use of Greek, Latin, and Anglo-Saxon word roots and affixes as related to content-area words, beginning in grade seven; and in analyzing idioms, analogies, metaphors, and similes to infer literal and figurative meanings of phrases, beginning in grade eight
 - e. Direct teaching of key academic vocabulary with grade-level expectations
 - f. Opportunities for guided practice, independent practice, and application (with teacher feedback) using new and previously taught academic vocabulary in reading, writing, listening, and speaking activities, and multiple exposures to key academic vocabulary through periodic review and distributed practice of previously taught academic words
 - g. Direct instruction, student practice, and opportunities for application in word-learning strategies and skills

Expository Texts and Reading Selections

32. ~~To promote efficiency of instruction for kindergarten through grade three and reinforce the content of the adopted history social science and science instructional materials, expository texts incorporate the content of the grade-level history social science and science standards (Appendix B). In particular the texts that are selected to be read to students or that students read during reading/language arts instruction are aligned to the history social science and science standards. In the interest of promoting efficiency of instruction for kindergarten through grade 3, content standards in history-social science and science (Attachment B) that can be covered in text-based instruction must be incorporated into the instruction in the reading/language arts program materials during the language arts time period, particularly in the selection of expository texts that are read to students, or that students read.~~
33. Informational text to support standards in reading comprehension, vocabulary, and writing applications is included for all grades. When included, informational text addressing topics in history-social science, science, and mathematics is accurate and consistent with grade-level standards and the unit/theme design.
34. Reading selections, including those read to students and those that students read, are of high quality, interesting, motivational, multicultural, and age-appropriate for students.

Writing

35. The program includes daily explicit instruction in writing with additional time for practice and application during independent work time.
36. Instructional materials include high-quality literature and informational text at all grade levels that serve as strong models of writing and reinforce the reciprocal relationship between reading, vocabulary, and writing, as well as listening and speaking.
37. Teacher editions and student materials are aligned with the specific types of writing required in the standards at each grade level, including writing descriptions, narrative, response to literature, persuasive compositions, research reports, technical documents, and documents related to career development as appropriate to grade level. When specific genres appear at multiple grade levels, the expectations, direct instruction, and assignments progress in breadth, depth, and sophistication as specified by grade-level standards.
38. Instructional materials provide strategies for teachers to develop students' academic language, including more difficult, abstract, technical, and specialized vocabulary and concepts.
39. The teacher editions and student materials provide instruction and practice opportunities to ensure that students learn the specific academic language associated with all genres of reading and writing, including but not limited to

terms such as *narrative*, *exposition*, and *persuasion*. Instruction in academic vocabulary will also include literary terms such as *summary*, *plot*, *theme*, *main idea*, *evidence*, *coherence*, *cause/effect*, and *proposition/support*.

40. Teacher editions suggest and provide daily explicit instruction in writing assignments that are connected to and consistent with the genre presented in the reading selections and passages of the lesson. Materials include instruction in the language patterns and structures present in the genre studied. The materials provide discussion prompts related to these two reciprocal reading and writing elements of lessons that support students as they actively use the academic language associated with the genre being studied.
41. Materials provide guidance to teachers about when and how in the instruction process to give feedback to students on their writing.
42. Materials include instruction and practice in writing on demand, including the skills necessary to read and correctly interpret writing prompts, organize quickly, edit, and revise.
43. Instructional materials in writing skills and strategies provide direct, explicit, and systematic instruction, practice, and application appropriate to grade-level content standards and include:
 - a. Sentence fluency
 - b. Sentence variety
 - c. Paragraph and essay structure, organization, and coherence
 - d. Word choice
44. Instructional materials in writing applications provide direct, explicit, and systematic instruction, practice, and application appropriate to grade-level content standards and include:
 - a. Instruction in a full range of text structures including writing to describe and explain objects, events, and experiences
 - b. Instruction and practice in writing narratives, biographies and autobiographies, expository compositions, responses to literature, research reports, persuasive compositions, and summaries of reading material
 - c. Instruction and practice in writing technical documents and documents related to career development as appropriate to grade level
 - d. Instruction in the components and unique features of each writing application
 - e. Instructing students in the use of grade-appropriate, standards-aligned rubrics for each application
 - f. Models of the production of each application through teacher write-aloud opportunities or opportunities to analyze writing models provided in the materials

- 892 g. Scaffolding that leads students into independent grade-level writing
893 through timely and explicit feedback
- 894 h. Guiding students through frequent opportunities to review progress using
895 application-specific rubrics
- 896 i. Assessing students' ability to meet the grade-level writing application
897 standards using application-specific prompts
- 898 45. Instructional content reflects the reciprocal and related processes of reading,
899 writing conventions, and listening and speaking.
- 900 46. Instructional materials include direct, explicit, and systematic instruction and
901 opportunities for student practice of the written and oral English language
902 conventions, comprehension skills, and literary response and analysis at the
903 appropriate grade levels as defined in the *English-Language Arts Content*
904 *Standards*.
- 905 47. Instructional materials include direct, explicit, and systematic instruction,
906 student practice, and application on identifying and using comprehension skills
907 at the appropriate grade level as defined in the *English-Language Arts Content*
908 *Standards*.
- 909 48. Instructional materials include direct, explicit, and systematic instruction;
910 student practice; and identification of the structural features of literature and
911 expository materials and use of literary elements of text at the appropriate
912 grade levels as defined in the *English-Language Arts Content Standards*.
913
- 914 49 Program provides a consistent set of editing marks that are taught and used
915 throughout the program.
- 916
- 917 50 Program provides opportunities for both full process writing assignments and
918 on-demand, prompt-driven assignments that must be completed within a
919 specified time limit.
- 920
- 921 51 Program provides daily opportunities for writing to practice newly acquired skills
922 and applications and review previously learned skills and strategies.

Criteria Category 2: Program Organization

Introduction

Sequential organization and a coherent instructional design of the reading/language arts program provides structure for what students should learn each year and allows teachers to teach the reading/language arts instruction efficiently and effectively. English learners, students with disabilities, students who use African-American Vernacular English, struggling readers, and other students at risk of not mastering grade level academic content need to be clearly and directly taught. They need to be able to anticipate what comes next in the instructional sequence and what is expected of them so they can focus all their attention on learning the new academic content, skills, and strategies presented in the lessons. The instructional design described below serves as the scaffold for students with diverse learning needs.

All programs must include the following features:

1. Scope and sequence align with English-language arts content standards and strands, although within each grade level the standards and the strands do not have to be addressed in a particular order.
2. Internal structure of the program within a grade level and across grade levels is coherent and consistent in the design of weekly and daily lesson planners and in the teaching routines and procedures used in program components.
3. Instructional materials group related standards and address them simultaneously for purposes of coherence and utility.
4. The instructional design enhances student retention and generalization of what is learned.
5. Students are taught skills and strategies and then given activities to practice them, including opportunities to connect and apply those skills and strategies.
6. Dimensions of complex tasks are analyzed and broken down into component parts; each part is taught in a logical progression.
7. Materials are organized to provide cumulative and/or spiraled review of skills.
8. Similar and confusing content and strategies are separated.
9. The amount of new information is controlled and connected to prior learning, and students are explicitly assisted to make connections through direct instruction.
10. Instructional materials include directions for:
 - a. Direct teaching
 - b. Teacher modeling and demonstration
 - c. Guided and independent practice and application with corrective feedback during all phases of instruction and practice
 - d. Appropriate pacing of lessons
 - e. Preteaching and reteaching as needed

- 963 11. Instructional materials include adequate practice and review (distributed review,
964 cumulative review, and varied review).
- 965 12. A list of the grade-level standards is provided in both the teacher and student
966 editions. Topical headings reflect the framework and standards and clearly
967 indicate the content that follows.

Criteria Category 3: Assessment

(For additional guidance, see Progress-Monitoring Assessment Schedules in Chapter 6 of the *Reading/Language Arts Framework*.)

All programs must provide the following features:

1. Guidance on the purpose, administration, scoring, and interpretation of assessments, including:
 - a. Progress monitoring (curriculum-embedded, criterion-referenced to lessons)
 - b. Summative (curriculum-embedded, criterion-referenced to lessons at trimester or semester)
 - c. Diagnostic screening (usually norm-referenced) for specific technical skills of reading and language arts
2. Teacher editions and student materials provide the following assessments:
 - a. Progress-monitoring assessments (curriculum-embedded, criterion-referenced to lessons) to measure instructional effectiveness and monitor student progress, at a minimum of every six to eight weeks (See Progress-Monitoring Assessment Schedules in Chapter 6 of the *Reading/Language Arts Framework* for details.)
 - b. Summative assessments (curriculum-embedded, criterion-referenced to lessons) as required in each type of program.
 - c. Diagnostic screening assessments (usually norm-referenced) for the six technical skill areas for use with selected students for addressing instructional needs. The diagnostic screening assessments are either listed as recommended or are provided under licensed agreements with test publisher(s).
3. In addition, Intensive Intervention Programs, which must have multiple levels/points of entry, must also provide placement and exit assessments designed to help determine the appropriate instructional level for entry into and exit from the program.

The Basic Programs must provide:

4. Progress-monitoring assessments (curriculum-embedded, criterion-referenced to lessons) designed to inform teachers of the effectiveness of instruction and of student progress. Progress-monitoring assessments are based on content taught in the unit/theme and, when appropriate, previously taught skills and strategies. (See Progress-Monitoring Assessment Schedules in Chapter 6 of the *Reading/Language Arts Framework* for details.)
5. The progress-monitoring assessments must include subtests of a minimum of ten items including:
 - a. Kindergarten - phoneme awareness (which includes phoneme deletion and substitution and phoneme segmentation), beginning phonics, rapid

- 1008 letter and word naming, upper- and lowercase letter naming, rhyming,
 1009 matching consonants and sounds, matching short vowel and sounds,
 1010 high-frequency word reading, and consonant-vowel-consonant (CVC)
 1011 words.
- 1012 b. Grade one - phonics and word reading, oral reading fluency (starting in the
 1013 18th week of instruction and measured in words correct per minute),
 1014 reading comprehension, vocabulary, spelling, usage/conventions, and
 1015 writing.
- 1016 c. Grades two through six - oral reading fluency (measured in words correct
 1017 per minute), reading comprehension, vocabulary, spelling,
 1018 usage/conventions, and writing.
- 1019 d. Grades seven through eight - oral reading fluency (only as needed,
 1020 measured in words correct per minute), reading comprehension,
 1021 vocabulary, spelling, usage/conventions, and writing.
- 1022 6. Summative assessments (once a year for kindergarten and grade one and
 1023 twice a year for grades two through eight) must be designed to measure
 1024 whether students have mastered the previously taught content related to the
 1025 following strands of the English-language arts content standards. The
 1026 summative assessments must include subtests of a minimum of ten items for
 1027 the appropriate grade-level strands:
- 1028 a. Word analysis, fluency, and systematic vocabulary development
 1029 b. Reading comprehension
 1030 c. Literary response and analysis
 1031 d. Writing strategies
 1032 e. Writing application
 1033 f. Written and oral language conventions
- 1034 7. Diagnostic screening assessments must be designed to identify student
 1035 instructional needs and inform instruction in the technical skill areas listed
 1036 below. In most cases these assessments should be normed for age-based or
 1037 grade-level-based performance. These assessments must be appropriate for
 1038 use with an individual or small group. The content of the diagnostic screening
 1039 assessments include:
- 1040 a. Phonemic awareness
 1041 b. Phonics and decoding
 1042 c. Oral reading fluency
 1043 d. Spelling
 1044 e. Vocabulary
 1045 f. Reading comprehension
- 1046 8. Intensive Vocabulary Support materials must include weekly oral pre- and post-
 1047 assessments on new words.

9. Reading Intervention Kit for grades one through three includes:
 - a. Placement assessments for grades one through three designed to help determine the appropriate instructional level for beginning instruction in each of the technical skill areas
 - b. Progress-monitoring assessments for every ten lessons must also be included

The Intensive Intervention Program in Reading/Language Arts and the Intensive Intervention Program for English Learners must provide:

10. Progress-monitoring assessments designed to provide teachers with information on instructional effectiveness and monitor student progress at the end of each set of lessons every six to eight weeks. Progress-monitoring assessments are based on content taught in the set of lessons and, when appropriate, previously taught skills and strategies.
11. The progress-monitoring assessments must include a minimum of five subtests, each subtest having a minimum of ten items aligned to the following reading/language arts skills taught:
 - a. Phonemic awareness and phonics
 - b. Word recognition and spelling
 - c. Oral reading fluency
 - d. Vocabulary and morphology
 - e. Listening and reading comprehension
 - f. Sentence structure aligned with narratives, reading passages, and writing assignments
 - g. Writing
12. Summative assessments must be designed to measure whether students have mastered the content of previously taught lessons and be administered at the end of each level of the program. Summative assessments must include a minimum of five subtests, each subtest having a minimum of ten items that are aligned to the technical reading/language arts skills taught (listed in item 11 above).
13. Placement and exit assessments must be designed to help determine the appropriate instructional level for entry in and exit out of the program.
 - a. The placement assessments must provide an accurate and precise measure of student performance to place students at the appropriate instructional level in the program.
 - b. The exit assessments must provide an accurate and precise measure of student mastery of skills necessary to exit the program.
 - c. Placement and exit assessment content must accurately reflect the skills taught in the program.

- 1088 14. Diagnostic screening assessments must be designed to identify student
 1089 instructional needs in technical reading/language arts skills. In most cases,
 1090 these assessments should be norm-referenced and must be appropriate for
 1091 use with an individual and a small group.

1092 *The English Language Development Instruction, Kindergarten Through Grade Eight*
 1093 *must provide:*

- 1094 15. Progress-monitoring assessments for English language development Instruction
 1095 in Basic Programs II and III must be designed to provide teachers with
 1096 information on instructional effectiveness and monitor student progress at the
 1097 end of each unit/theme or set of lessons every six to eight weeks. Progress-
 1098 monitoring assessments are based on content taught in the unit/theme or set of
 1099 lessons and, when appropriate, previously taught skills and strategies.
 1100
- 1101 16. Progress-monitoring assessments for English language development Instruction
 1102 measure progress in reading, writing, listening, and speaking in English as
 1103 described in Appendix A, "Matrix 3: English-Language Development Instruction,
 1104 Kindergarten Through Grade Eight."
 1105
- 1106 17. The progress-monitoring assessments must include a minimum of five subtests,
 1107 each subtest having a minimum of ten items that are aligned with structured
 1108 lessons focused on the following reading/language arts skills:
 1109
- 1110 a. Phonemic awareness and phonics
 - 1111 b. Oral reading fluency
 - 1112 c. Word recognition and spelling
 - 1113 d. Vocabulary and morphology
 - 1114 e. Grammar and usage
 - 1115 g. Sentence structure aligned with narratives, reading passages, and writing
 - 1116 assignments
 - 1117 f. Listening and reading comprehension
 - 1118 h. Writing

Criteria Category 4: Universal Access

(For additional guidance, see the *Reading/Language Arts Framework*, Chapter 7, “Universal Access to the Language Arts Curriculum,” and the Universal Access sections for each grade in Chapters 3 and 4.)

Introduction

The goal of reading/language arts programs in California is to ensure universal access to high-quality curriculum and instruction for all students so they can meet or exceed the state's English-language arts content standards. To reach that goal, instructional materials must provide teachers with the necessary content and pedagogical tools to teach all students to master the English-language arts content standards.

Teachers need assistance in using assessments for planning instruction, determining effective grouping strategies, implementing other strategies for meeting the instructional needs of students, and measuring the effectiveness of instruction. Specifically, instructional strategies must meet the needs of 1) struggling readers (all students experiencing difficulty learning to read and may include students who use African-American vernacular English, English learners, and students with disabilities); 2) students in grades four through eight who are two or more years below grade level in academic achievement; 3) advanced learners; and 4) English learners.

The Basic Program curriculum must encompass a range of materials for teacher and student editions sufficient to meet the instructional needs of students at various advanced, benchmark, strategic, and intensive levels of performance. Intensive Intervention Program materials must encompass a range of materials for teacher and student editions sufficient to meet the instructional needs of students at various levels of performance.

Basic Program instructional materials present comprehensive guidance for teachers in providing effective, efficient instruction for all students. Materials must be constructed to meet the instructional needs of those who enter school at, above, or one or more grade levels below the content standards and therefore are adaptable to each student's point of entry. Such instruction must focus on the English-language arts content standards. All suggestions and procedures for meeting the instructional needs of students are not to be added as superficial afterthoughts to the main focus of instruction. Rather, the instructional materials are constructed so that the teacher is not expected to create extensive modifications in order to meet the learning needs of a full range of students.

The following design principles are guidelines for publishers to use in creating materials that will allow access for all students, including English learners, students with disabilities, struggling readers, and students who use African-American Vernacular English to ensure they master the English-language arts content standards.

Universal Access Design Principles

All programs must include the following features:

1. Instructional materials incorporate these features:

- a. Optimal opportunities for teachers to scaffold instruction and check for understanding
- b. Guidance on use of preteach, reteach, review, and accelerated pace of program options
- c. Coherence and consistency in the design of the weekly and daily lesson planner and the teaching routines and procedures for program components within a grade and across grade levels, as appropriate
- d. Ample background information on key skills and concepts
- e. Sufficient practice for all skills and strategies taught with additional practice for those who require it
- f. Corrective feedback during all phases of instruction, practice, and application
- g. Emphasis on ample opportunities for practice and use of vocabulary words to support vocabulary acquisition and language development
- h. Assistance with organizing and sorting words and concepts to support vocabulary acquisition and language development

All programs should include the following features:

- 2. Instructional materials use "considerate text" design principles that are consistent by grade and across grade levels:
 - a. Adequate titles for each selection
 - b. Introductory subheadings for chapter sections
 - c. Introductory paragraphs
 - d. Concluding or summary paragraphs
 - e. Complete paragraphs including clear topic sentence, relevant support, and transitional words and expressions (e.g., *furthermore*, *similarly*)
 - f. Effective use of typographical aids - boldface print, italics
 - g. Adequate, relevant visual aids connected to the print: illustrations, photos, graphs, charts, maps
 - h. Manageable versus overwhelming visual and print stimuli
 - i. Identification and highlighting of important terms
 - j. List of reading objectives or focus questions at the beginning of each reading selection
 - k. List of follow-up comprehension and application questions

Design Principles for Means of Expression

All programs must include the following features:

- 3. Explain in the teacher edition that there is a variety of ways for students with special instructional needs to use the materials and demonstrate their competence (e.g., physically forming letters for students who have dyslexia or

1198 who have difficulties writing legibly or spelling words). The teacher edition may
1199 suggest modifications so students have access to the materials and can
1200 demonstrate their competence. Examples of modifications of means of
1201 expression might include (but are not limited to) student use of computers to
1202 complete pencil and paper tasks, use of on-screen scanning keyboards,
1203 enlarged keyboards, word prediction, and spellcheckers.

1204 *Design Principles for Advanced Learners (included in Basic and Primary Language*
1205 *Programs materials)*

1206 *Basic and Primary Language Programs must include the following:*

- 1207 4. Teacher and student editions include suggestions or materials for advanced
1208 learners who need an enriched or accelerated program or assignments that are
1209 consistent with the guidance described in the Universal Access sections of
1210 each grade level in the *Reading/Language Arts Framework*.
- 1211 5. Materials provide suggestions to help students study a particular author, theme,
1212 or concept in more depth and conduct a more complex analysis of additional
1213 independent reading.
- 1214 6. Materials remind teacher to set high expectations for all students and inform
1215 teachers about how skill development and concepts are connected to higher
1216 grade levels.

Criteria Category 5: Instructional Planning and Support

(For additional guidance, see the *Reading/Language Arts Framework*, Chapter 7, “Universal Access to the Language Arts Curriculum” sections for each grade in Chapters 3 and 4)

Teacher editions must include the following:

1. Instructional routines and procedures are based on current and confirmed research, as defined in *Education Code* Section 44757.5(j).
2. Instructional materials provide a clear road map for teachers to follow when planning instruction.
3. Instructional materials include a teacher planning and pacing guide for 180 days of instruction that describes how to use all program components, the relationships between the components and parts of the lesson, and the minimum daily time requirements.
4. The teacher edition provides guidance on what to teach, how to teach, and when to teach.
5. The teacher edition provides guidance on appropriate opportunities in the daily lesson for checking for understanding.
6. Lesson plans and the relationships of parts of the lesson and program components are clear.
7. Learning and instructional objectives in the student materials and teacher edition are explicit and clearly identifiable.
8. A list of required materials is provided for each lesson.
9. Terms from the *English-Language Arts Content Standards* are used appropriately in the all instructions guidance for teachers.
10. The program includes suggestions for parents or caregivers on how to support

15. Teacher edition provides samples of student writing which demonstrate end-of-grade-level sophistication of writing genres.
16. Teacher support materials provide directions for explicit teaching of writing strategies, conventions, and specific applications.
17. Teacher support materials include demonstrations of writing strategies, including the writing process.
18. Teacher editions include strategies for providing timely teacher feedback about student writing and specific information about what has been done well with suggestions for “next steps.”
- ~~19. Program provides a consistent set of editing marks that are taught and used throughout the program.~~
- ~~20. Program provides opportunities for both full process writing assignments and on-demand, prompt-driven assignments that must be completed within a specified time limit.~~
- ~~24. Program provides daily opportunities for writing to practice newly acquired skills and applications and review previously learned skills and strategies.~~
2219. Teacher editions clearly reference, explain, and provide the location of additional instructional materials and program components designed to provide extra support for students who require it (e.g., English learners, students who use African-American vernacular English, struggling readers, and students with disabilities).
- ~~23~~20. Teacher editions for additional instructional materials provide daily lesson guidance regarding the use of instructional materials to support, develop, and provide additional instruction and sufficient practice of key concepts, skills, and strategies for English learners and struggling readers.
- ~~24~~21. To support scaffolded instruction for English learners, students with disabilities, struggling readers, and students who use African-American Vernacular English and to provide teachers with guidance on scaffolding instruction, ~~a~~All suggestions and procedures for meeting the instructional needs of all students are ready to use with minimum modifications.
- ~~25~~22. Program provides a linguistic contrastive analysis chart in the teacher edition ~~showing that~~ shows and explains how new or difficult sounds and features of the English language are taught and reinforced. Comparisons with the five or more of the most common languages in California and African-American vernacular English will be incorporated as appropriate, accentuating transferable and non-transferable skills.
- ~~26~~23. Program provides teachers with a cassette, CD, other audio recording, or video that demonstrates the correct pronunciation of all the sounds taught.
- ~~27~~24. The teacher resource materials provide background information about each reading selection, including author, context, content, and information about illustrations, if any.

- 1297 ~~28~~25. High-quality literature, including but not limited to selections reflective of
 1298 California's diverse cultural population, is an integral part of language arts
 1299 instruction at every grade level.
- 1300 ~~29~~26. Materials provide teachers with guidance on the effective use of library
 1301 resources that best complement the *English-Language Arts Content Standards*.
- 1302 ~~30~~27. Materials include instructions for the teacher on salient features of the
 1303 reading material and suggestions on how to use each reading selection in the
 1304 lesson or lessons.
- 1305 ~~31~~28. Teacher and student editions have correlating page numbers.
- 1306 ~~32~~29. Answer keys are provided for all workbooks and other related student
 1307 activities.
- 1308 *Teacher editions should include the following:*
- 1309 ~~33~~30. A list of books for independent reading that spans at least three grade
 1310 levels and matches the topics of the units is included.
- 1311 ~~34~~31. Reading materials used for in-class work and homework as students
 1312 progress through the grades are suggested or included to ensure that students
 1313 read the amount of text specified in the standards at various grade levels.
- 1314 ~~35~~32. Teacher editions suggest reading material for students to read outside of
 1315 class at least 20 minutes a day in grade one and 30 minutes a day in grades
 1316 two and beyond.
- 1317 ~~36~~33. Electronic learning resources, when included, are integral parts of the
 1318 program, support instruction, and connect explicitly to the standards.
- 1319 ~~37~~34. All informational technology resources include technical support and
 1320 suggestions for appropriate use.
- 1321 ~~38~~35. Blackline masters are accessible in print and in digitized formats and are
 1322 easily reproduced. Black areas shall be minimal to require less toner when
 1323 printing or photocopying.
- 1324 ~~39~~36. Homework extends and reinforces classroom instruction and provides
 1325 additional practice of skills that have been taught.

Appendix Attachment A: Reading/Language Arts Matrices**Matrix 1: Intensive Intervention in Reading/Language Arts, Grades Four Through Eight**

Reading intervention must be taught strategically and intentionally. It is essential that students in grades four through eight who are two or more years below grade level gain the necessary skills through intensive intervention and adequate instructional time to be successful in the Basic Program at their grade level.

This matrix includes requirements regarding what English-language arts content standards must be addressed and guidance from the *Reading/Language Arts Framework* about research-based instruction and support for students who are two or more years below grade level in reading.

RLA Framework guidance for universal access for students with reading difficulties (by page number)															
Domain	Strand, Substrand	K	1	2	132-133	158	197	224-225	254	7	8	9	10	11	12
READING	Word Analysis, Fluency, and Systematic Vocabulary Development:														
	Concepts about print	x	<input checked="" type="checkbox"/>												
	Phonemic awareness	x	<input checked="" type="checkbox"/>												
	Decoding and word recognition	x	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										
	Word recognition						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						
	Vocabulary and concept development	x	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	x	x	x	x	x	x
Reading Comprehension:															
Structural features of informational materials	x	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	x	x	x	x	x	x
	Comprehension and analysis of grade-level-appropriate text	x	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	x	x	x	x	x	x
	Expository critique							<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	x	x	x	x	x	x

☒ These are the standards that must be met in the Intensive Intervention in Reading/Language Arts Programs.

Matrix 1: Intensive Intervention in Reading/Language Arts, Grades Four Through Eight, continued

RLA Framework guidance for universal access for students with reading difficulties (by page number)													
Domain	Strand, Substrand	104	132-133	158	197	224-225	254	7	8	9	10	11	12
Writing	Literary Response and Analysis: Structural features of literature			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	X	X	X	X	X	X
	Narrative analysis of grade-level appropriate text	X	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	X	X	X	X	X	X
	Literary criticism					X	X	X	X	X	X	X	X
	Writing Strategies: Organization and focus	X	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	X	X	X	X	X	X
	Penmanship	X	X	X	X								
	Research		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>									
	Research and technology				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	X	X	X	X	X	X
	Evaluation and revision		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	X	X	X	X	X	X
Written and Oral English-Language Conventions	Writing Applications (Genres and Their Characteristics)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	X	X	X	X	X	X
	Written and Oral English-Language Conventions:											X	X
	Sentence structure	X	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	X				
	Grammar		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	X	X	X			
	Punctuation		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	X					
	Capitalization		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	X					
	Spelling		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	X	X	X			
	Punctuation and capitalization		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		X				

☒ These are the standards that must be met in the Intensive Intervention in Reading/Language Arts Programs.

**Matrix 1: Intensive Intervention in Reading/Language Arts, Grades Four
Through Eight, continued**

<i>RLA Framework guidance for universal access for students with reading difficulties (by page number)</i>		104	132- 133	158	197	224- 225	254										
Domain	Strand, Substrand	K	1	2	3	4	5	6	7	8	9	10	11	12			
	Grammar and mechanics of writing										X						
	Manuscript form										X						
Listening and Speaking	Listening and Speaking Strategies:																
	Comprehension	X	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	X	X	X	X	X	X	X	X	X
	Organization and delivery of oral communication		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Analysis and evaluation of oral and media communications				X	X	X	X	X	X	X	X	X	X	X	X	X
	Speaking Applications (Genres and Their Characteristics)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

☒ These are the standards that must be met in the Intensive Intervention in Reading/Language Arts Programs.

Matrix 2: Intensive Intervention for English Learners, Grades Four Through Eight

English learners have as their goal developing proficiency in English and in the concepts and skills contained in the *English–Language Arts Content Standards*. To learn English and achieve mastery of the standards, students must participate in instructional programs that combine skill and concept development in both English literacy and the English language. English learners whose academic achievement is two or more years below grade level require focused and efficient instruction in the features of English language and literacy through teacher modeling, teacher-directed instruction, and guided and independent practice. It is essential that English learners have the opportunity to gain the skills necessary to be successful in the Basic Program, at grade level, through intensive intervention and adequate instructional time. This matrix includes requirements regarding what English-language arts content standards must be addressed and guidance from the *Reading/Language Arts Framework* about instruction and support for students learning English.

RLA Framework guidance for universal access for English Learners (by page number)		105 - 107	133- 135	159- 160	198- 199	226	255- 256	7	8	9	10	11	12	
Domain	Strand, Substrand	K	1	2	3	4	5	6	7	8	9	10	11	12
Reading	Word Analysis, Fluency, and Systematic Vocabulary Development:													
	Concepts about print		☒											
	Phonemic awareness		☒											
	Decoding and word recognition		☒	☒	☒									
	Word recognition					☒	☒	☒						
	Vocabulary and concept development	x	☒	☒	☒	☒	☒	☒	x	x	x	x	x	x
Reading Comprehension:	Structural features of informational materials	x	☒	☒	☒	☒	☒	☒	x	x	x	x	x	x
	Comprehension and analysis of grade-level-appropriate text	x	☒	☒	☒	☒	☒	☒	x	x	x	x	x	x
	Expository critique						☒	☒	x	x	x	x	x	x

☒ These are the standards that must be met in the Intensive Intervention for English Learners Programs.

Matrix 2: Intensive Intervention for English Learners, Grades Four Through Eight, continued

<i>RLA Framework guidance for universal access for English Learners (by page number)</i>		105-107	133-135	159-160	198-199	226	255-256							
Domain	Strand, Substrand	K	1	2	3	4	5	6	7	8	9	10	11	12
Writing	Literary Response and Analysis:													
	Structural features of literature													
	Narrative analysis of grade-level appropriate text	x	x	x										
	Literary criticism													
	Strand, Substrand	K	1	2	3	4	5	6	7	8	9	10	11	12
	Writing Strategies:													
	Organization and focus	x												
	Penmanship	x	x	x	x	x	x	x	x	x	x	x	x	x
	Research													
	Research and technology													
Written and Oral English-Language Conventions	Evaluation and revision													
	Writing Applications (Genres and Their Characteristics)													
Written and Oral English-Language Conventions	Written and Oral English-Language Conventions:													
	Sentence structure	x												
	Grammar													
	Punctuation													
	Capitalization													
	Spelling													

☑ These are the standards that must be met in the Intensive Intervention for English Learners Programs.

Matrix 2: Intensive Intervention for English Learners, Grades Four Through Eight, continued

RLA Framework guidance for universal access for English Learners (by page number)		105-107	133-135	159-160	198-199	226	255-256							
Domain	Strand, Substrand	K	1	2	3	4	5	6	7	8	9	10	11	12
	Punctuation and capitalization	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		x				
	Grammar and mechanics of writing										x			
	Manuscript form										x			
Listening and Speaking	Listening and Speaking Strategies:													
	Comprehension	x	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	x	x	x	x	x	x
	Organization and delivery of oral communication		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	x	x	x	x	x	x
	Analysis and evaluation of oral and media communications				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	x	x	x	x	x	x
	Speaking Applications (Genres and Their Characteristics)	x	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						

☒ These are the standards that must be met in the Intensive Intervention for English Learners Programs.

Matrix 3: English Language Development Instruction, Kindergarten Through Grade Eight

The English-language arts content standards illustrate the complexity of teaching the language arts and the critical and integral relation of earlier and later skills. The standards are mastery standards, meaning that students should master or be proficient in the knowledge and skills specified in a particular standard, at least by the end of the designated grade. Instruction to develop such proficiency is not, however, restricted to a specific grade. Publishers and teachers should consider the prerequisite skills and sequence of instruction students will need to master a standard by the end of the grade and introduce and sequence instruction within and between grades to ensure mastery at least by the grade in which the standard is identified. Multiple components must be integrated to create a comprehensive program.

This matrix identifies the content of the additional hour of daily English language development instruction that is required in the Reading/Language Arts/English Language Development Basic Program and in the Primary Language/English Language Development Basic Program. The matrix includes requirements regarding what English-language arts content standards must be addressed and guidance from the *Reading/Language Arts Framework* about instruction and support for students learning English.

RLA Framework guidance for universal access for English Learners (by page number)		72-73	105-107	133-135	159-160	198-199	226	255-256	282-283	309-310				
Domain	Strand, Substrand	K	1	2	3	4	5	6	7	8	9	10	11	12
Reading	Word Analysis, Fluency, and Systematic Vocabulary Development:													
	Concepts about print	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>											
	Phonemic awareness	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>											
	Decoding and word recognition	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>									
	Word recognition					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						
	Vocabulary and concept development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	x	x	x	x
Reading Comprehension:														
Structural features of informational materials		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	x	x	x	x

☒ These are the standards that must be met in the English language development instructional materials in the Reading/Language Arts/English Language Development and Primary Language/English Language Development Programs.

Matrix 3: English Language Development Instruction, by Grade, continued

RLA Framework guidance for universal access for English Learners (by page number)													
Domain	Strand, Substrand	72-73	105-107	133-135	159-160	198-199	226	255-256	282-283	309-310			
Writing	Comprehension and analysis of grade-level-appropriate text	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Expository critique						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Literary Response and Analysis:				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Structural features of literature				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Narrative analysis of grade-level appropriate text	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Literary criticism						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Writing Strategies:				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Organization and focus	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Penmanship	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							
	Research			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								
Research and technology					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Evaluation and revision			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Written and Oral English-Language Conventions	Writing Applications (Genres and Their Characteristics)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Written & Oral English-Language Conventions:										<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Sentence structure	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
	Grammar			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
	Punctuation		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			

☒ These are the standards that must be met in the English language development instruction in the Reading/Language Arts/English Language Development and Primary Language/English Language Development Programs.

Matrix 3: English Language Development Instruction, by Grade, continued

RLA Framework guidance for universal access for English Learners (by page number)		72-73	105-107	133-135	159-160	198-199	226	255-256	282-283	309-310	9	10	11	12
Domain	Strand, Substrand	K	1	2	3	4	5	6	7	8				
	Capitalization		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
	Spelling		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	x			
	Punctuation and capitalization			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
	Grammar and mechanics of writing										x			
	Manuscript form										x			
Listening and Speaking	Listening and Speaking Strategies:													
	Comprehension	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	x	x	x	x
	Organization and delivery of oral communication		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	x	x	x	x
	Analysis and evaluation of oral and media communications				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	x	x	x	x
	Speaking Applications (Genres and Their Characteristics)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	x	x	x	x

☒ These are the standards that must be met in the English language development instruction in the Reading/Language Arts/English Language Development and Primary Language/English Language Development Programs.

Appendix Attachment B: History-Social Science and Science Matrices

Matrix 1: History-Social Science Content Standards for Kindergarten Through Grade Three

This matrix contains the required history-social science content standards for kindergarten through grade three that must be addressed in the Reading/Language Arts Basic Program, Reading/Language Arts/English Language Development Basic Program, and the Primary Language/English Language Development Basic Program.

Basic Comprehensive Program:

Grade Kindergarten – History-Social Science: Learning and Working Now and Long Ago

Grade	Standard #	Text of Standard
K	K.1	Students understand that being a good citizen involves acting in certain ways.
K	K.1.1	Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
K	K.1.2	Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
K	K.1.3	Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.
K	K.2	Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.
K	K.3	Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.
K	K.4	Students compare and contrast the locations of people, places, and environments and describe their characteristics.
K	K.4.1	Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.
K	K.4.2	Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.
K	K.4.3	Identify traffic symbols and map symbols (e.g., those for land, water, roads, and cities).
K	K.4.4	Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.

**Basic Comprehensive Program:
Grade One – History-Social Science: A Child's Place in Time and Space**

Grade	Standard #	Text of Standard
K	K.4.5	Demonstrate familiarity with the school's layout, environs, and the jobs people do there.
K	K.5	Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.
K	K.6	Students understand that history relates to events, people, and places of other times.
K	K.6.1	Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).
K	K.6.2	Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.
K	K.6.3	Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).
1	1.1	Students describe the rights and individual responsibilities of citizenship.
1	1.1.1	Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community.
1	1.1.2	Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."
1	1.2	Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.
1	1.2.1	Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.
1	1.2.2	Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.
1	1.2.3	Construct a simple map, using cardinal directions and map symbols.
1	1.2.4	Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.

Basic Comprehensive Program:
Grade One – History-Social Science: A Child's Place in Time and Space, continued

Grade	Standard #	Text of Standard
1	1.3	Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.
1	1.3.1	Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "My Country 'Tis of Thee").
1	1.3.2	Understand the significance of our national holidays and the heroism and achievements of the people associated with them.
1	1.3.3	Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.
1	1.4	Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.
1	1.4.1	Examine the structure of schools and communities in the past.
1	1.4.2	Study transportation methods of earlier days.
1	1.4.3	Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.
1	1.5	Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.
1	1.5.1	Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.
1	1.5.2	Understand the ways in which American Indians and immigrants have helped define Californian and American culture.
1	1.5.3	Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.
1	1.6	Students understand basic economic concepts and the role of individual choice in a free-market economy.
1	1.6.1	Understand the concept of exchange and the use of money to purchase goods and services.
1	1.6.2	Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.

**Basic Comprehensive Program:
Grade Two – History Social Science: People Who Make a Difference**

Grade	Standard #	Text of Standard
2	2.1	Students differentiate between things that happened long ago and things that happened yesterday.
2	2.1.1	Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.
2	2.1.2	Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.
2	2.1.3	Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).
2	2.2	Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.
2	2.2.1	Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).
2	2.2.2	Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.
2	2.2.3	Locate on a map where their ancestors live (d), telling when the family moved to the local community and how and why they made the trip.
2	2.2.4	Compare and contrast basic land use in urban, suburban, and rural environments in California.
2	2.3	Students explain governmental institutions and practices in the United States and other countries.
2	2.3.1	Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.
2	2.3.2	Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.
2	2.4	Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.
2	2.4.1	Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.
2	2.4.2	Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.

**Basic Comprehensive Program:
Grade Two – History Social Science: People Who Make a Difference, continued**

Grade	Standard #	Text of Standard
2	2.4.3	Understand how limits on resources affect production and consumption (what to produce and what to consume).
2	2.5	Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).

**Basic Comprehensive Program:
Grade Three – History Social Science: Continuity and Change**

Grade	Standard #	Text of Standard
3	3.1	Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.
3	3.1.1	Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
3	3.1.2	Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).
3	3.2	Students describe the American Indian nations in their local region long ago and in the recent past.
3	3.2.1	Describe national identities, religious beliefs, customs, and various folklore traditions.
3	3.2.2	Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).
3	3.2.3	Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.
3	3.2.4	Discuss the interaction of new settlers with the already established Indians of the region.
3	3.3	Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.
3	3.3.1	Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.
3	3.3.2	Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.
3	3.3.3	Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.
3	3.4	Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.
3	3.4.1	Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.

**Basic Comprehensive Program:
Grade Three – History Social Science: Continuity and Change, continued**

Grade	Standard #	Text of Standard
3	3.4.2	Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.
3	3.4.3	Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).
3	3.4.4	Understand the three branches of government, with an emphasis on local government.
3	3.4.5	Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.
3	3.4.6	Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).
3	3.5	Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.
3	3.5.1	Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.
3	3.5.2	Understand that some goods are made locally, some elsewhere in the United States, and some abroad.
3	3.5.3	Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.
3	3.5.4	Discuss the relationship of students' "work" in school and their personal human capital.

Matrix 2: Science Content Standards for Kindergarten Through Grade Three

This matrix contains the required science content standards for kindergarten through grade three that must be addressed in the Reading/Language Arts Basic Program, the Reading/Language Arts/English Language Development Basic Program, and the Primary Language/English Language Development Basic Program.

Basic Comprehensive Program:**Science: Grade - Kindergarten**

Grade	Standard #	Text of Standard
Physical Sciences		
K	1	Properties of materials can be observed, measured and predicted. As a basis for understanding this concept:
K	1.a	<i>Students know</i> objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).
K	1.b	<i>Students know</i> water can be a liquid or a solid and can be made to change back and forth from one form to the other.
K	1.c	<i>Students know</i> water left in an open container evaporates (goes into the air) but water in a closed container does not.
Life Sciences		
K	2	Different types of plants and animals inhabit the Earth. As a basis for understanding this concept:
K	2.a	<i>Students know</i> how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).
K	2.b	<i>Students know</i> stories sometimes give plants and animals attributes they do not really have.
K	2.c	<i>Students know</i> how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).
Earth Sciences		
K	3	Earth is composed of land, air, and water. As a basis for understanding this concept:
K	3.a	<i>Students know</i> characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.
K	3.b	<i>Students know</i> changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.
K	3.c	<i>Students know</i> how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.

**Basic Comprehensive Program:
Science: Grade – One**

Grade	Standard #	Text of Standard
Physical Sciences		
1	1	Materials come in different forms (states), including solids, liquids, and gases. As a basis for understanding this concept:
1	1.a	<i>Students know</i> solids, liquids, and gases have different properties.
1	1.b	<i>Students know</i> the properties of substances can change when the substances are mixed, cooled, or heated.
Life Sciences		
1	2	Plants and animals meet their needs in different ways. As a basis for understanding this concept:
1	2.a	<i>Students know</i> different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.
1	2.b	<i>Students know</i> both plants and animals need water, animals need food, and plants need light.
1	2.c	<i>Students know</i> animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.
1	2.d	<i>Students know</i> how to infer what animals eat from the shape of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).
1	2.e	<i>Students know</i> roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.
Earth Sciences		
1	3	Weather can be observed, measured, and described. As a basis for understanding this concept:
1	3.a	<i>Students know</i> how to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons.
1	3.b	<i>Students know</i> that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season.
1	3.c	<i>Students know</i> the sun warms the land, air, and water.

**Basic Comprehensive Program:
Science: Grade – Two**

Grade	Standard #	Text of Standard
Physical Sciences		
2	1	The motion of objects can be observed and measured. As a basis for understanding this concept:
2	1.a	<i>Students know</i> the position of an object can be described by locating it in relation to another object or to the background.
2	1.b	<i>Students know</i> an object's motion can be described by recording the change in position of the object over time.
2	1.c	<i>Students know</i> the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull.
2	1.d	<i>Students know</i> tools and machines are used to apply pushes and pulls (forces) to make things move.
2	1.e	<i>Students know</i> objects fall to the ground unless something holds them up.
2	1.f	<i>Students know</i> magnets can be used to make some objects move without being touched.
2	1.g	<i>Students know</i> sound is made by vibrating objects and can be described by its pitch and volume.
Life Sciences		
2	2	Plants and animals have predictable life cycles. As a basis for understanding this concept:
2	2.a	<i>Students know</i> that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.
2	2.b	<i>Students know</i> the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice.
2	2.c	<i>Students know</i> many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment.
2	2.d	<i>Students know</i> there is variation among individuals of one kind within a population.
2	2.e	<i>Students know</i> light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.
2	2.f	<i>Students know</i> flowers and fruits are associated with reproduction in plants.
Earth Sciences		
2	3	Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept:
2	3.a	<i>Students know</i> how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals.

**Basic Comprehensive Program:
Science: Grade – Two, continued**

Grade	Standard #	Text of Standard
2	3.b	<i>Students know</i> smaller rocks come from the breakage and weathering of larger rocks.
2	3.c	<i>Students know</i> that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants.
2	3.d	<i>Students know</i> that fossils provide evidence about the plants and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils.
2	3.e	<i>Students know</i> rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.

**Basic Comprehensive Program:
Science: Grade – Three**

Grade	Standard #	Text of Standard
Physical Sciences		
3	1	Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:
3	1.a	<i>Students know energy comes from the Sun to Earth in the form of light.</i>
3	1.b	<i>Students know sources of stored energy take many forms, such as food, fuel, and batteries.</i>
3	1.c	<i>Students know machines and living things convert stored energy to motion and heat.</i>
3	1.d	<i>Students know energy can be carried from one place to another by waves, such as water waves and sound waves, by electric current, and by moving objects.</i>
3	1.e	<i>Students know matter has three forms: solid, liquid, and gas.</i>
3	1.f	<i>Students know evaporation and melting are changes that occur when the objects are heated.</i>
3	1.g	<i>Students know that when two or more substances are combined, a new substance may be formed with properties that are different from those of the original materials.</i>
3	1.h	<i>Students know all matter is made of small particles called atoms, too small to see with the naked eye.</i>
3	1.i	<i>Students know people once thought that earth, wind, fire, and water were the basic elements that made up all matter. Science experiments show that there are more than 100 different types of atoms, which are presented on the periodic table of the elements.</i>
3	2	Light has a source and travels in a direction. As a basis for understanding this concept:
3	2.a	<i>Students know sunlight can be blocked to create shadows.</i>
3	2.b	<i>Students know light is reflected from mirrors and other surfaces.</i>
3	2.c	<i>Students know the color of light striking an object affects the way the object is seen.</i>
3	2.d	<i>Students know an object is seen when light traveling from the object enters the eye.</i>

**Basic Comprehensive Program:
Science: Grade – Three, continued**

Grade	Standard #	Text of Standard
Life Sciences		
3	3	Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:
Grade	Standard #	Text of Standard
3	3.a	<i>Students know</i> plants and animals have structures that serve different functions in growth, survival, and reproduction.
3	3.b	<i>Students know</i> examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.
3	3.c	<i>Students know</i> living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.
3	3.d	<i>Students know</i> when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.
3	3.e	<i>Students know</i> that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today.
Earth Sciences		
3	4	Objects in the sky move in regular and predictable patterns. As a basis for understanding this concept:
3	4.a	<i>Students know</i> the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons.
3	4.b	<i>Students know</i> the way in which the Moon's appearance changes during the four-week lunar cycle.
3	4.c	<i>Students know</i> telescopes magnify the appearance of some distant objects in the sky, including the Moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than the number that can be seen by the unaided eye.
3	4.d	<i>Students know</i> that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth.
3	4.e	<i>Students know</i> the position of the Sun in the sky changes during the course of the day and from season to season.

Attachment C: Curriculum Content**Table 1: Curriculum Content, Kindergarten Through Grade Three**

To support the teaching of the technical skills of reading in kindergarten through grades three, effective instructional programs include the elements listed below. These elements are presented in an explicit, sequential, linguistically logical, and systematic manner:

	Foundational Elements: Kindergarten through Grade Three		Grade Level
1	Phonemic Awareness		
	a.	Phoneme identification including: counting phonemes in words, distinguishing initial, final, and medial phonemes, and matching initial, final, and medial sounds in spoken words	K-2
	b.	Phoneme blending	K-1
	c.	Phoneme segmentation	K-3
	d.	Phoneme manipulation including: phoneme addition and deletion, grade 1, phoneme substitution, grades 1-2; phoneme reversal	1-3
2	Phonological Awareness		
	a.	Recognizing words in sentences	K
	b.	Segmenting words into syllables	K-1
	c.	Detecting rhymes	K-2
	d.	Blending onset/rime	K-1
3	Phonics		
	a.	Alphabetic principle including: letter identification grade K, and sound-letter matching	K-1
	b.	Grapheme/Letter-Sound Correspondences including: letter combinations for individual phonemes (e.g., ci, ge, wh, e, oa, igh, _ck, and a_e)	1-3
4	Decoding and Word Attack Skills		
	a.	Word structure and fluency, including rapid naming (colors, objects, digits, and letters)	K
	b.	Sight word reading	K-2
	c.	Blending single and multisyllabic words	1-3

Table 1: Curriculum Content, Kindergarten Through Grade Three**Curriculum Content**

To support the teaching of the technical skills of reading in grades four through eight, effective intensive intervention instructional programs include the elements listed below. These elements are presented in an explicit, sequential, linguistically logical, and systematic manner:

	Foundation Elements: Intensive Intervention Grades Four through Eight		Skill Grade Level
1	Phonemic Awareness		
	a.	Phoneme identification including: counting phonemes in words, distinguishing initial, final, and medial phonemes, and matching initial, final, and medial sounds in spoken words	K-2
	b.	Phoneme blending	K-1
	c.	Phoneme segmentation	K-3
	d.	Phoneme manipulation including: phoneme addition and deletion, grade 1; phoneme substitution, grades 1-2; phoneme reversal, grades 2-3	1-3
2	Phonological Awareness		
	a.	Recognizing words in sentences	K
	b.	Segmenting words into syllables	K-1
	c.	Detecting rhymes	K-2
	d.	Blending onset/rime	K-1
3	Phonics		
	a.	Alphabetic principle including: letter identification grade K, and sound-letter matching, grades K-1	K-1
	b.	Grapheme/Letter-Sound Correspondences including: letter combinations for individual phonemes (e.g., ci, ge, wh, e, oa, igh, _ck, and a_e)	1-3
4	Decoding and Word Recognition (Attack) Skills		
	a.	Word structure and fluency, including rapid naming (colors, objects, digits, and letters)	K
	b.	Sight word reading	K-2
	c.	Blending single and multisyllabic words	1-3

Table 1: Curriculum Content, Kindergarten Through Grade Three

	d.	Recognizing common patterns automatically including: consonants, short vowels (e.g., CVC words and other short vowel syllable patterns), diagraphs, and trigraphs (e.g., _tch, and _igh)	1-6
	e.	Consonant blends, long vowels (CV syllables), and vowel diagraphs	1-6
	f.	Vowel diphthongs and r- and l- controlled vowels	1-6
	g.	Advanced syllable patterns in multisyllabic words	2-6
	h.	Word analysis including word origins and meaning (morphology, syntax, and semantics)	2-6
5	Oral Reading Fluency		
	a.	Narrative and expository text for fluency with accuracy and appropriate pacing, intonation, and expression [Fluency defined as words correct per minute (WCPM) with norms identified by Tindal, Hasbrouck, & Jones (2005). Oral Reading Fluency: 90 Years of Measurement, Behavioral Research and Teaching]	1-6
6	Spelling		
	a.	Consonant spellings	1-3
	b.	Short vowels	K-1
	c.	Long vowels	1-3
	d.	Orthographic generalizations (rules)	1-3
	e.	Morphemes (prefixes, suffixes, base words and roots)	3-6
7	Vocabulary		
	a.	Oral vocabulary development	K-3
	b.	Suffixes and prefixes	2-3
	c.	Word families	1-2
	d.	Base words and their derivatives	2-6
	e.	Root words and word origins	3-6
	f.	Context meanings	1-6
	g.	Antonyms and synonyms	2-6
	h.	Metaphors, similes, analogies, and idioms	4-6

Table 1: Curriculum Content, Kindergarten Through Grade Three

	i.	Academic vocabulary	K-6
8	Comprehension Skills		
	a.	Main idea and details	1-6
	b.	Author's point of view	1-6
	c.	Sequencing	1-6
	d.	Classifying and categorizing	K-6
	e.	Making inferences	1-6
	f.	Compare and contrast	2-6
	g.	Cause and effect	1-6
	h.	Author's purpose	1-6
9	Literary Response and Analysis		
	a.	Distinguish, identify, and comprehend a variety of genre.	K-3
	b.	Identify narrative characteristics of plot, setting, and characters.	K-3
	c.	Compare and contrast narrative characteristics of different versions of same stories by different authors and cultures.	2-4
	d.	Recognize and analyze underlying or recurring themes in narrative text.	2-6
	e.	Recognize characteristics and different forms of poetry.	2-6
	f.	Distinguish structural features of text and literary terms or elements of literature and informational text.	4-6
	g.	Clarify ideas and making connections between literary works.	5-6
	h.	Evaluate meanings of patterns, symbols, and author techniques.	5-6
	i.	Determine the credibility of the characterization and degree of realism.	5-6
	j.	Analyze a range of responses to literary works.	5-6
	k.	Analyze a work of literature, reflecting on author's heritage, traditions, attitudes and beliefs.	N/A

Table 2: Curriculum Content, Grades Four Through Eight

To support the teaching of the technical skills of reading, effective instructional programs for grades four through eight include the elements listed below. These elements are presented in an explicit, sequential, linguistically logical, and systematic manner:

	Foundation Elements: Grades Four through Eight		Grade Level
1	Phonemic Awareness		
	a.	Phoneme identification including: counting phonemes in words, distinguishing initial, final, and medial phonemes, and matching initial, final, and medial sounds in spoken words	
	b.	Phoneme blending	
	c.	Phoneme segmentation	
	d.	Phoneme manipulation including: phoneme addition and deletion, grade 1; phoneme substitution, grades 1-2; phoneme reversal, grades 2-3	
2	Phonological Awareness		
	a.	Recognizing words in sentences	
	b.	Segmenting words into syllables	
	c.	Detecting rhymes	
	d.	Blending onset/rime	
3	Phonics		
	a.	Alphabetic principle including: letter identification grade K, and sound-letter matching	
	b.	Grapheme/Letter-Sound Correspondences including: letter combinations for individual phonemes (e.g., ci, ge, wh, e, oa, igh, _ck, and a_e)	
4	Decoding and Word Recognition (Attack) Skills		
	a.	Word structure and fluency, including rapid naming (colors, objects, digits, and letters)	
	b.	Sight word reading	
	c.	Blending single and multisyllabic words	

Table 2: Curriculum Content, Grades Four Through Eight

	d.	Recognizing common patterns automatically including: consonants, short vowels (e.g., CVC words and other short vowel syllable patterns), diagraphs, and trigraphs (e.g., _tch, and _igh)	4-8
	e.	Consonant blends, long vowels (CV syllables), and vowel diagraphs	4-8
	f.	Vowel diphthongs and r- and l- controlled vowels	4-8
	g.	Advanced syllable patterns in multisyllabic words	4-8
	h.	Word analysis including word origins and meaning (morphology, syntax, and semantics)	4-8
5	Oral Reading Fluency		
	a.	Narrative and expository text for fluency with accuracy and appropriate pacing, intonation, and expression [Fluency defined as words correct per minute (WCPM) with norms identified by Tindal, Hasbrouck, & Jones (2005). Oral Reading Fluency: 90 Years of Measurement, Behavioral Research and Teaching]	4-8
6	Spelling		
	a.	Consonant spellings	
	b.	Short vowels	
	c.	Long vowels	
	d.	Orthographic generalizations (rules)	
	e.	Morphemes (prefixes, suffixes, base words and roots)	4-8
7	Vocabulary		
	a.	Oral vocabulary development	
	b.	Suffixes and prefixes	
	c.	Word families	
	d.	Base words and their derivatives	4-7
	e.	Root words and word origins	4-8
	f.	Context meanings	4-8
	g.	Antonyms and synonyms	4-8

Table 2: Curriculum Content, Grades Four Through Eight

	h.	Metaphors, similes, analogies, and idioms	4-8
	i.	Academic vocabulary	4-8
8	Comprehension Skills		
	a.	Main idea and details	4-8
	b.	Author's point of view	4-8
	c.	Sequencing	4-8
	d.	Classifying and categorizing	4-8
	e.	Making inferences	4-8
	f.	Compare and contrast	4-8
	g.	Cause and effect	4-8
	h.	Author's purpose	4-8
9	Literary Response and Analysis		
	a.	Distinguish, identify, and comprehend a variety of genre.	
	b.	Identify narrative characteristics of plot, setting, and characters.	
	c.	Compare and contrast narrative characteristics of different versions of same stories by different authors and cultures.	
	d.	Recognize and analyze underlying or recurring themes in narrative text.	4-8
	e.	Recognize characteristics and different forms of poetry.	4-8
	f.	Distinguish structural features of text and literary terms or elements of literature and informational text.	4-8
	g.	Clarify ideas and making connections between literary works.	5-8
	h.	Evaluate meanings of patterns, symbols, and author techniques.	5-8
	i.	Determine the credibility of the characterization and degree of realism.	5-8
	j.	Analyze a range of responses to literary works.	5-8

Table 3: Curriculum Content, Intensive Intervention Programs

To support the teaching of the technical skills of reading in grades four through eight, effective intensive intervention instructional programs include the elements listed below. These elements are presented in an explicit, sequential, linguistically logical, and systematic manner:

	Foundation Elements: Intensive Intervention Grades Four through Eight		Skill Grade Level
1	Phonemic Awareness		
	a.	Phoneme identification including: counting phonemes in words, distinguishing initial, final, and medial phonemes, and matching initial, final, and medial sounds in spoken words	K-2
	b.	Phoneme blending	K-1
	c.	Phoneme segmentation	K-3
	d.	Phoneme manipulation including: phoneme addition and deletion, grade 1; phoneme substitution, grades 1-2; phoneme reversal, grades 2-3	1-3
2	Phonological Awareness		
	a.	Recognizing words in sentences	K
	b.	Segmenting words into syllables	K-1
	c.	Detecting rhymes	K-2
	d.	Blending onset/rime	K-1
3	Phonics		
	a.	Alphabetic principle including: letter identification grade K, and sound-letter matching, grades K-1	K-1
	b.	Grapheme/Letter-Sound Correspondences including: letter combinations for individual phonemes (e.g., ci, ge, wh, e, oa, igh, _ck, and a_e)	1-3
4	Decoding and Word Recognition (Attack) Skills		
	a.	Word structure and fluency, including rapid naming (colors, objects, digits, and letters)	K
	b.	Sight word reading	K-2

Table 3: Curriculum Content, Intensive Intervention Programs

	c.	Blending single and multisyllabic words	1-3
	d.	Recognizing common patterns automatically including: consonants, short vowels (e.g., CVC words and other short vowel syllable patterns), diagraphs, and trigraphs (e.g., _tch, and _igh)	1-6
	e.	Consonant blends, long vowels (CV syllables), and vowel diagraphs	1-6
	f.	Vowel diphthongs and r- and l- controlled vowels	1-6
	g.	Advanced syllable patterns in multisyllabic words	2-6
	h.	Word analysis including word origins and meaning (morphology, syntax, and semantics)	2-6
5	Oral Reading Fluency		
	a.	Narrative and expository text for fluency with accuracy and appropriate pacing, intonation, and expression [Fluency defined as words correct per minute (WCPM) with norms identified by Tindal, Hasbrouck, & Jones (2005). Oral Reading Fluency: 90 Years of Measurement, Behavioral Research and Teaching]	1-6
6	Spelling		
	a.	Consonant spellings	1-3
	b.	Short vowels	K-1
	c.	Long vowels	1-3
	d.	Orthographic generalizations (rules)	1-3
	e.	Morphemes (prefixes, suffixes, base words and roots)	3-6
7	Vocabulary		
	a.	Oral vocabulary development	K-3
	b.	Suffixes and prefixes	2-3
	c.	Word families	1-2
	d.	Base words and their derivatives	2-6
	e.	Root words and word origins	3-6
	f.	Context meanings	1-6
	g.	Antonyms and synonyms	2-6

Table 3: Curriculum Content, Intensive Intervention Programs

	h.	Metaphors, similes, analogies, and idioms	4-6
	i.	Academic vocabulary	K-6
8	Comprehension Skills		
	a.	Main idea and details	1-6
	b.	Author's point of view	1-6
	c.	Sequencing	1-6
	d.	Classifying and categorizing	K-6
	e.	Making inferences	1-6
	f.	Compare and contrast	2-6
	g.	Cause and effect	1-6
	h.	Author's purpose	1-6
9	Literary Response and Analysis		
	a.	Distinguish, identify, and comprehend a variety of genre.	K-3
	b.	Identify narrative characteristics of plot, setting, and characters.	K-3
	c.	Compare and contrast narrative characteristics of different versions of same stories by different authors and cultures.	2-4
	d.	Recognize and analyze underlying or recurring themes in narrative text.	2-6
	e.	Recognize characteristics and different forms of poetry.	2-6
	f.	Distinguish structural features of text and literary terms or elements of literature and informational text.	4-6
	g.	Clarify ideas and making connections between literary works.	5-6
	h.	Evaluate meanings of patterns, symbols, and author techniques.	5-6
	i.	Determine the credibility of the characterization and degree of realism.	5-6
	j.	Analyze a range of responses to literary works.	5-6
	k.	Analyze a work of literature, reflecting on author's heritage, traditions, attitudes and beliefs.	N/A

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Reading/Language Arts Framework for California Public Schools: Kindergarten through Grade Twelve

Selected References to English Learners in Chapters 1 through 8

Chapter Number and Title	Section Title: Subsection Title	Page(s)	Framework Text
1: Introduction to the Framework		1	The standards designate what to teach at specific grade levels, and this framework provides guidelines and selected research-based approaches for implementing instruction to ensure optimal benefits for all students, including those with special learning needs (e.g., English learners, students with learning disabilities and reading difficulties, and advanced learners).
1: Introduction to the Framework	Guiding Principles	9	<i>Addresses the full range of learners in classrooms</i> , with specific attention being given to language arts instruction and the learning needs of English learners, special education students, students with learning difficulties, and advanced learners.
1: Introduction to the Framework	Key to Curricular and Instructional Practices: Universal Access	16	<i>3. Students who are English learners.</i> Is more extensive instruction of vocabulary or other English-language features necessary to achieve the standard? Is the rate of introduction of new information manageable for learners? Is there sufficient oral and written modeling of new skills and concepts and reinforcement of previously taught information? Have linguistic elements in the lesson or materials been modified as appropriate for the proficiency level of the students?
2: Goal and Key Components of Effective Language Arts Instruction	Key Components of Effective Language Arts Instruction: Instructional Programs and Materials	25	<ul style="list-style-type: none"> • Instructional materials for English learners address the same curricular content described in this framework for English speakers and give additional emphasis to the structures and systems of English, including phonology, morphology, syntax, and semantics.
2: Goal and Key Components of Effective	Key Components of Effective Language Arts	27	<ul style="list-style-type: none"> • English learners develop proficiency in English and in the concepts and skills contained in the <i>English– Language Arts Content Standards</i>. Emphasis is placed on (1) instruction in reading and writing; and (2) simultaneous

Language Arts Instruction	Instruction: Differentiated Instruction		<p>instruction in the acquisition of academic vocabulary and the phonological, morphological, and syntactical structures of English already understood by English speakers.</p> <ul style="list-style-type: none"> • Teachers adapt instruction for students with multiple needs (e.g., gifted English learners or students identified as gifted and eligible for special education services).
3: Content Standards and Instructional Practices—Kindergarten Through Grade Three	Kindergarten Curricular and Instructional Profile: Universal Access	72-73	<p>3. <i>Students Who Are English Learners.</i> The following suggestions assume that students will begin language arts instruction in English and that literacy instruction will be augmented by concurrent formal linguistic instruction in English (English language development). If language arts instruction is provided in part in a primary language, instruction in the primary language should be designed according to the same standards and principles indicated for language arts instruction in this framework. Suggested procedures to follow are to:</p> <ul style="list-style-type: none"> a. Ensure that students have had sufficient opportunities through prior activities in phonemic awareness to hear, distinguish, and produce sounds being introduced. Teachers should be aware of phonological differences between English and the students' primary language and provide additional exposure to and practice with the difficult sounds. b. Provide students with additional systematic guidance and practice if they are unable to match all consonant and short-vowel sounds to appropriate letters. c. Schedule additional brief practice sessions for English learners who have difficulty in learning letter-sound correspondences. They should benefit from additional review and practice of particularly difficult letter sounds. d. Ensure that (1) students receive instruction or have had experiences (or both) with the words to be used in simple word reading; and (2) they understand the meaning of the words. e. Encourage English learners to take home age-appropriate materials (e.g., flash cards, decodable text, handouts) related to the teaching objective.
3: Content Standards and Instructional	First Grade Curricular and Instructional	105-107	<p>3. <i>Students Who Are English Learners</i></p> <p>The following suggestions assume that students will begin language arts instruction in English and that literacy instruction is augmented by concurrent</p>

Practices— Kindergarten Through Grade Three	Profile: Universal Access	<p>formal linguistic instruction in English (English language development). If instruction is provided in part in the primary language and that language is alphabetic, the instruction in the primary language should be designed according to the same standards and principles established for language arts instruction in this framework. It is suggested, therefore, that the teacher:</p> <ul style="list-style-type: none"> a. Reassess the students’ knowledge of letter-sound correspondences and phonological awareness of the sounds included in the lesson before teaching English learners to blend sounds. Additional phonological and letter-sound instruction should be provided as needed. Teachers should be aware of phonological differences between English and the students’ primary languages and provide additional exposure to and practice with the difficult sounds. b. Provide additional modeling and practice for those English learners who need further assistance. Appropriate modeling can be provided by the teacher or by native English speaking peers. Be sure to provide sufficient waiting time to process and produce sounds. c. Assess whether the rate of introduction of new letter sounds into blending or of new word types is manageable. If not manageable for some students, determine a way to provide additional systematic, guided instruction so that they will be able to catch up with their classmates and accomplish the lesson objective. d. Ensure that students have had previous instruction or experiences (or both) with the words included in the instruction and that they understand their meaning. e. Assess what knowledge is assumed before each unit of instruction. That is, determine what knowledge the typical English speaker already brings to the classroom and provide pre-teaching of key concepts. f. Have English learners who have acquired literacy skills in their first language draw on those skills in English. Teachers can build on the knowledge of reading skills that students have acquired in their first languages when teaching English letter-sound correspondences. g. Provide English learners with explicit models of the letter sound correspondences that students are expected to know and correct errors as would be done for other learners. Correction of errors should always be conducted in a
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			way that encourages students to keep trying and helps them see the progress they are making.
3: Content Standards and Instructional Practices—Kindergarten Through Grade Three	Second Grade Curricular and Instructional Profile: Universal Access	133-135	<p><i>3. Students Who Are English Learners</i></p> <p>a. Through carefully designed instruction students should learn the process of identifying elements of stories and comparing and contrasting those elements. For students whose primary language is not English (English learners), a foremost problem can be the vocabulary used in the stories. The concepts and vocabulary may require more extensive development than is necessary for other students.</p> <p>English learners can be helped to develop vocabulary through pre-teaching; providing vocabulary instruction; modeling the pronunciation of words; scaffolding (e.g., through summary sheets, visuals, realia, and compare and contrast sheets); and encouraging the students to use the vocabulary from the stories in class discussions and writing assignments. These students should learn more than the meaning of words. To accomplish grade-level objectives, they need to know how to use in their writing the words they have learned. To do so, they must learn the grammatical rules governing the use of words. When teaching words, the teacher should make sure to provide students with numerous examples of sentences containing the words, encourage them to use words in their speech and writing, and provide corrective feedback when appropriate.</p> <p>b. English learners may require more extensive instruction in comparison and contrast. Resources should include explicit instruction in words and expressions used to compare and contrast (“In comparison with . . . , <i>X</i> is different from <i>Y</i> because . . . ; both <i>X</i> and <i>Y</i> have a similar setting”).</p> <p>c. English learners benefit from extensive exposure to narrative models, comparison and contrast analyses, and multiple opportunities to use story elements to compare and contrast stories.</p> <p>d. The teacher should select some texts that children of diverse cultures can relate to easily. Whenever possible, the texts should be authentic. Simplified texts should be used only with students with weak proficiency in English. Students who use the simplified texts need intensive English language</p>

			instruction to enable them to catch up with their peers.
3: Content Standards and Instructional Practices—Kindergarten Through Grade Three	Third Grade Curricular and Instructional Profile: Universal Access	160-161	<p><i>3. Students Who Are English Learners</i></p> <p>a. For English learners to benefit from context, they must know the grammatical features, idioms, and vocabulary words used to define or explain the unfamiliar word. They should also understand the concepts presented in the text. English learners may need additional pre-reading activities that explain cultural references and develop their grammatical competence and knowledge of English vocabulary. Entry-level assessment should also be used to determine the appropriateness of texts for English learners. Whenever possible, authentic texts not simplified for English learners should be used. However, simplified texts may be needed if students have difficulty in learning and if initial entry-level assessment shows that students are unable to use context to determine word meanings</p> <p>b. Entry-level assessment should also be used to determine the appropriateness of this objective. English learners do not rely on the strategy of learning the meanings of words from context without also learning the necessity of attending to the specific ways in which words are used in writing. Teachers should not assume that English learners will acquire the grammatical rules governing the use of words at the same time they are acquiring the meaning of the words. To teach students the rules, teachers need to provide students with explicit instruction, model the words in speech and writing, encourage students to use words in sentences and in longer text, and provide students with corrective feedback on their use of words.</p> <p>c. Curricular materials should provide English learners with additional opportunities to read texts that contain similar vocabulary words and grammatical structures so that students are repeatedly exposed to new words and structures. Some texts should be relevant to the interests and needs of English learners from diverse cultures.</p>
4: Content Standards and Instructional Practices—Grades Four	Fourth Grade Curricular and Instructional Profile: Universal Access	200-201	<p><i>3. Students Who Are English Learners</i></p> <p>a. English learners can learn to add and delete text well without developing knowledge of the rhetorical devices that enable them to write cohesive, coherent text. To help English learners achieve Writing Standard 1.10, provide them with specific, explicit instruction concerning transition phrases (e.g., <i>first</i>,</p>

Through Eight			<p><i>second, third, next, in conclusion</i>) and pronoun reference (e.g., <i>he, she, it, they</i>). Cohesive devices (such as transition phrases and pronouns), which are often used differently in the students' first languages, are useful in establishing cohesive, coherent texts. <i>Note:</i> Many Asian students use full noun phrases to establish cohesion instead of the pronouns used by native English speakers.</p> <p>b. English learners benefit greatly from sentence-combining exercises. They need extensive guidance and practice in using such grammatical structures as relative clauses (e.g., I like the man <i>who lives on the corner</i>); conditional statements (e.g., <i>If I were you</i>, I would not do that); and subordinate clauses (e.g., She received good grades <i>because she worked hard</i>).</p> <p>c. Because English learners are still developing proficiency in English, care should be taken in organizing peer revision and peer editing. Individual students should receive feedback from the teacher on their writing and any grammatical or other errors they have made. Errors in grammar or other mistakes common to many students in the class should be the subject of additional classroom instruction and practice.</p> <p>d. In an English-language mainstream classroom, it is important to group English learners with students proficient in English. When to do so is impossible, the teacher will need to provide additional models of input for students as well as opportunities to use the models.</p> <p>e. Consider using expository text that provides information related to grade-level content standards in the other disciplines (history–social science, science, and mathematics).</p>
4: Content Standards and Instructional Practices— Grades Four Through Eight	Fifth Grade Curricular and Instructional Profile: Universal Access	228	<p>3. <i>Students Who Are English Learners.</i> In classes with English learners, teachers should consider reading aloud from one or two of the models used to teach fundamental plot elements. The students may experience no difficulty in learning plot elements conceptually but may be limited in their ability to comprehend the written material and express their conceptual knowledge in writing. To assist English learners in their work, teachers should:</p> <p>a. Simplify the task for English learners by focusing more attention initially on the plot elements in a narrative composition and less on other aspects of writing.</p> <p>b. Note that although all students have difficulty in focusing on all aspects of</p>

			<p>written discourse at once, English learners especially may need additional time to complete tasks and additional practice.</p> <p>c. Teach students how to switch between past and present tenses to develop narrative plots. (“This is a story about a girl who fell in love with a toad.”)</p> <p>d. Provide corrective feedback to students on their compositions to help them with standard English conventions. The feedback needs to be shaped to the specific needs of English learners and should always be presented gently and positively.</p> <p>e. Encourage English learners to practice their English speaking skills. They should be allowed to practice their oral presentations before presenting them in class and should be allowed to use visual aids as prompts if necessary.</p>
4: Content Standards and Instructional Practices— Grades Four Through Eight	Sixth Grade Curricular and Instructional Profile: Universal Access	257-258	<p>3. <i>Students Who Are English Learners.</i> Although all writing assignments are likely to be challenging for English learners, research reports may be especially difficult, given the additional requirements of reading source materials and cataloguing the results for planning purposes. Accordingly, the teacher may wish to:</p> <p>a. Direct English learners to source materials written at a level they can manage.</p> <p>b. Use clear, simple instructional language to teach the basic concepts and procedures of research report writing. During any cooperative learning sessions, care should be taken to distribute English learners among the groups.</p> <p>c. Provide English learners with feedback at every stage of developing their research reports. They need guidance in organizing, finding reference materials, and revising and editing.</p> <p>d. Expose English learners to several models of the types of research reports they are expected to write.</p> <p>e. Provide additional instruction in how to incorporate quotations and citations into their reports appropriately.</p> <p>f. Assess English learners at every stage of the research report. Editing is an important stage that teachers often overlook, partly because of the grammar mistakes they make and partly because it is the last stage in the research report process. Teachers need to make sure that they save time to assess this stage along with the other important stages of the research report.</p>

4: Content Standards and Instructional Practices— Grades Four Through Eight	Sixth Grade Curricular and Instructional Profile: Instructional Materials	258	Instructional materials should include a liberal quantity of material that teachers can use to teach concepts and procedures for research report writing. For instance, instructional materials should include detailed examples of developing index cards or another systematic approach to creating bibliographies. They should also include detailed guides to resources particularly useful for this standard (such as web sites or references written below grade level for English Learners and students who have reading difficulties).
4: Content Standards and Instructional Practices— Grades Four Through Eight	Seventh Grade Curricular and Instructional Profile: Universal Access	284-285	<p><i>3. Students Who Are English Learners</i></p> <p>Students with restricted proficiency in English will require intensive English-language instruction above and beyond that found in the regular language arts program. The type of explicit strategy instruction described previously for lower performing students will help English learners as well. They might be exempted from some regular classroom work in sentence combining to provide more instructional time for intense work on well-formed grammatical kernel sentences.</p>
4: Content Standards and Instructional Practices— Grades Four Through Eight	Eighth Grade Curricular and Instructional Profile: Universal Access	331-312	<p><i>3. Students Who Are English Learners</i></p> <p>a. English learners benefit from specific instruction concerning argumentation.</p> <p>b. English learners should be taught to avoid relying on such common slang words as <i>guy</i>, <i>kid</i>, <i>by the way</i>, and <i>stuff</i> as well as such general words as <i>thing</i>, <i>nice</i>, and <i>kind</i> in their writing.</p> <p>c. English learners will experience difficulty in paraphrasing because they lack depth of vocabulary. They should be taught how to incorporate quotations into their texts to support their arguments and to reference appropriately and correctly.</p> <p>d. Because students will present opposing views and explain why their view is better than that of others, they must be taught such grammatical structures as comparisons. Transitional devices (such as <i>first</i>, <i>second</i>, <i>to conclude</i>, and <i>in summary</i>) might also be taught.</p> <p>e. English learners should be encouraged to practice before giving an oral presentation and should be allowed to use a prop or visual that will aid them during their presentation.</p> <p>f. Teachers should provide corrective feedback consistently at the revising and editing stages to help English learners develop their English skills.</p>

			g. Teachers must provide students with straightforward assessments of their proficiency in English at every stage of instruction so that students understand what they can do to improve.
4: Content Standards and Instructional Practices— Grades Four Through Eight	Eighth Grade Curricular and Instructional Profile: Instructional Materials	312	Instructional materials should be provided in abundance for teachers to use with students who possess a broad range of abilities. Instead of presenting ideas for working with special-needs students in a sentence or two, for example, the instructional materials should provide many ready-to-go items for additional practice and instructional opportunities for English Learners and students with learning difficulties. Similarly, several substantial resources or alternate assignments should be provided for high-performing students. Teachers cannot realistically be expected to invest long hours in finding or developing those resources.
5: Content Standards and Instructional Practices— Grades Nine Through Twelve	Ninth Grade and Tenth Grade Curricular and Instructional Profile: Universal Access	347	<i>3. Students Who Are English Learners.</i> English learners often acquire the meaning of new words without being able to use them because they have not learned the grammatical rules governing usage and lack knowledge of the specific contexts in which the words are used. For instance, they may learn the meanings of such sophisticated words as <i>torrid</i> , <i>pungent</i> , and <i>umbrage</i> without having any idea how to use them in communication. (Consider, for instance, the learner who wrote, “She burned her tongue on the <i>torrid</i> food.”) Teachers should provide English learners with information concerning not only the origins of words but also the use of words. English learners need to be helped to use the words appropriately in sentences. English learners often have great difficulty in acquiring more basic academic words (such as <i>comprise</i> , <i>denote</i> , <i>signify</i> , <i>summarize</i> , and <i>mention</i>) than words of Greek, Latin, and Old Norse derivation. However, they benefit from instruction in the academic words, which appear in great number in middle school and high school textbooks. They also benefit from increased exposure to the words, opportunities to use them, and feedback as to usage.
5: Content Standards and Instructional Practices—	Eleventh Grade and Twelve Grade Curricular and Instructional	375-376	<i>3. Students Who Are English Learners</i> a. Teachers need to provide English learners with models of the types of literary analyses the learners are expected to produce. Also recommended are exercises that will help the learners acquire the grammatical structures and vocabulary

Grades Nine Through Twelve	Profile: Universal Access		<p>needed to perform the analyses and consistent feedback on the quality and accuracy of the learners' written work.</p> <p>b. Because English learners may not have access to the same cultural knowledge as English speakers do in order to analyze political assumptions, teachers may need to provide the learners with additional information.</p> <p>c. English learners may not have acquired the grammatical structures and vocabulary needed to complete literary analyses. For instance, they may not have learned how to use the present tense to discuss specific types of literary texts. (Note how the present tense is used in this sentence: Hamlet <i>dies</i> and his son <i>seeks</i> revenge.) English learners require additional information on verb tense as well as instruction in introducing and incorporating short and long quotations into text to support literary analyses and in analyzing texts rather than merely summarizing them.</p> <p>d. As the learners acquire advanced academic vocabulary, they should be guided in the appropriate use of the words in their writing.</p>
6: Assessment of Proficiency in the Language Arts	Statewide Pupil Assessment System: Standardized Testing and Reporting Program	404	In addition, the STAR program includes tests written in Spanish for Spanish-speaking English learners and tests specifically designed for students with disabilities.
6: Assessment of Proficiency in the Language Arts	Statewide Pupil Assessment System: <i>California English Language Development Test</i>	406	The <i>California English Language Development Test (CELDT)</i> is an English language proficiency assessment. While the <i>STAR California Standards Tests in English-Language Arts</i> are aligned to the <i>English-Language Arts Content Standards</i> , the <i>CELDT</i> is based on the <i>English Language Development Standards</i> . The <i>CELDT</i> has three purposes: (1) to identify new students in kindergarten through grade 12 who are English learners; (2) to determine their level of English language proficiency; and (3) to annually assess the progress of English learners toward acquiring listening, speaking, reading, and writing skills in English. Once a student is identified as fluent English proficient, the student no longer takes the <i>CELDT</i> .
7: Universal		408-409	The diversity of California's students presents unique opportunities and

Access to the Language Arts Curriculum		<p>significant challenges for instruction. Students come to school with a wide variety of skills, abilities, and interests as well as varying proficiency in English and other languages. The wider the variation of the student population in each classroom, the more complex becomes the teacher's role in organizing high-quality curriculum and instruction in the language arts and ensuring that each student has access according to the student's current level of achievement. The ultimate goal of language arts programs in California is to ensure access to high-quality curriculum and instruction for all students in order to meet or exceed the state's English-language arts content standards. To reach that goal, teachers need assistance in assessing and using the results of that assessment for planning, differentiating curriculum and instruction, using grouping strategies effectively, and implementing other strategies for meeting the needs of students with reading difficulties, special education students, advanced learners, English learners, and students with combinations of special needs.</p> <p>Procedures that may be useful in planning for universal access are to:</p> <ul style="list-style-type: none"> • Assess each student's understanding at the start of instruction and continue to do so frequently as instruction advances, using the results of <i>assessment</i> for program placement and planning. • <i>Diagnose</i> the nature and severity of the student's difficulty and modify curriculum and instruction accordingly when students have trouble with the language arts. • Engage in careful organization of resources and instruction and <i>planning</i> to adapt to individual needs. A variety of good teaching strategies that can be used according to the situation should be prepared. • <i>Differentiate</i> when necessary as to depth, complexity, novelty, or pacing and focus on the language arts standards and the key concepts within the standards that students must master to move on to the next grade level. • Employ <i>flexible grouping</i> strategies according to the students' needs and achievement and the instructional tasks presented. • <i>Enlist help</i> from others, such as reading specialists, special education specialists, parents, aides, other teachers, community members, administrators, counselors, and diagnosticians when necessary and explore technology or other
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			instructional devices or instructional materials, such as Braille text, as a way to respond to students' individual needs.
7: Universal Access to the Language Arts Curriculum	Instructional Programs for English Learners	421-423	<p>California's diverse student population comes from many different ethnic groups, speaks a variety of languages and dialects, varies in English proficiency, and comes to school with a variety of experiences, academic and nonacademic. A 1997 report issued by the California Department of Education revealed that 1.4 million students enrolled in California public schools used a primary language other than English and were identified as limited-English proficient (LEP). More than 100 languages (other than English) were found to be represented. The top four languages and percentages of LEP students were Spanish (81 percent), Vietnamese (3 percent), Hmong (2 percent), and Cantonese (2 percent).</p> <p>English learners have as their goal developing proficiency in English and in the concepts and skills contained in the <i>English–Language Arts Content Standards</i>. Because of recent changes in California law, instruction for most English learners must be presented “overwhelmingly in English.” To learn English and achieve mastery of the English–language arts content standards, students must participate in instructional programs that combine skill and concept development in both English literacy and the English language. For those students whose parents have chosen a program that teaches literacy in the primary language, students must work to achieve the same standards contained in the <i>English–Language Arts Content Standards</i>. Appropriate modifications should be made for the language of instruction.</p> <p>In a structured English immersion program, instruction in reading and writing for English learners should not be delayed until the students have mastered oral English. Effective early instruction in English literacy, as described in Chapter 3, must be incorporated into a program of English-language development from the very beginning. Students must be provided significant support to be successful in the language arts. Such support includes the pre-teaching of essential elements of lesson vocabulary and language structure and additional assistance after the lesson during the school day and after school. Instruction in</p>

			<p>oral and written academic language for English learners is a critical element that must be specifically designed, planned, scheduled, and taught. It includes direct instruction and experiences for students in English phonology, morphology, syntax, and semantics and supports students as they move toward English proficiency.</p> <p>Instructional programs for English learners should be planned according to the students' assessed levels of literacy in English and their primary language as well as their proficiency in English. English language proficiency progresses from the students' initial contact with formal instruction in English to the point at which their use of English compares with that of their native English-speaking peers. Because of differing academic backgrounds and ages, some students can be expected to progress more quickly and others to require more support in the English–language arts program. Instructional materials contain assessment tools to diagnose students' proficiency in listening, speaking, reading, and writing in English and to assist teachers in planning initial instruction, monitoring progress, and conducting summative evaluations.</p> <p>Three groups of English learners must be considered in program planning: students in kindergarten through grade two; those in grades three through twelve who are literate in their primary language; and those in grades three through twelve who have limited prior academic experience or literacy in their primary language. Typically, primary students who are learning English can participate fully in classroom language arts instruction if provided appropriate reading and writing supports and instruction in oral language. Students in grades three through twelve who have strong literacy skills in their primary language can be expected to transfer many of those skills to English and to progress rapidly in learning English. And students in grades three through twelve with limited prior schooling will require intensive support in beginning literacy instruction as well as in learning English.</p>
7: Universal Access to the Language Arts	Instructional Programs for English Learners:	423-425	<i>Students in kindergarten through grade two.</i> Students who begin to learn reading and writing in English in the primary grades should participate fully in the classroom program and receive additional support to achieve the English–

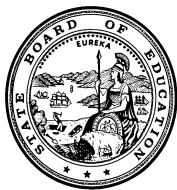
Curriculum	Instruction and Support in Reading and Writing		<p>language arts content standards. Whereas most English-speaking kindergartners enter school with 6,000 to 15,000 words in their English vocabulary, most English learners do not. Instruction in English is a critical component of the program for English learners and proceeds simultaneously with direct, explicit, and systematic instruction in reading and writing. Abundant opportunities to participate in oral language and speaking activities help students hear and develop the English sound system and lexicon and support the concurrent development of reading and writing with comprehension. Beginning instruction in reading, particularly in phonemic awareness, concepts about print, and vocabulary development commences immediately upon entry into school and supports the acquisition of English phonology and initial language structures. In kindergarten and the first grade, English learners progress to sound symbol correspondence and formation of letters as they build vocabulary and an understanding of the features of the English language.</p> <p>Full comprehension of text will be limited by the students' level of English proficiency and should be supported by additional exposure to and study of vocabulary and language patterns presented in the text. Students should receive pre-teaching in essential vocabulary, background information, and language patterns. A review of key lesson elements and assessment of the students' level of understanding should follow the lessons in reading and writing. As described at the beginning of this chapter, additional instructional time, differentiated instruction, flexible grouping, and smaller groups should provide students the support they need to succeed in the language arts. After-school programs, specialist teachers, and the judicious use of tutors and paraprofessionals are other sources of support. Additional instructional support must align with classroom instruction and assist students in learning the specific vocabulary, background knowledge, and language structures needed to succeed.</p> <p><i>Students in grades three through twelve.</i> English learners entering school in grades three through twelve with strong literacy skills in their primary language are advantaged in that they can concentrate on acquiring and learning English rather than on receiving initial</p>
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			<p>instruction in reading and writing. However, the greater cognitive demands of the academic program in those grades require that the students move quickly to more advanced English vocabulary and language structures. English-language development should be intensive and should emphasize the language students will need to know so that they profit from instruction in the language arts and other content areas at their grade level. Again, students will need additional support to learn English and to understand the vocabulary and language of instruction. School districts and schools need to consider additional allocations of instructional time to maximize students' opportunities to acquire language and participate in the overall language arts program.</p> <p>Students who enter school in grades three through twelve with little prior schooling and limited English must be quickly identified and assessed to determine their level of reading and writing skills in their primary language and in English. Learning to read and write while concurrently learning English is a challenge for these students. School districts and schools need to structure the instructional program so that the students receive the instruction they require in literacy and language. The students require intensive, systematic instruction in oral and written language, including, for example, instruction in the use of common nouns, verbs, adjectives, and adverbs. They also need to learn common phrases, language patterns, and idiomatic expressions. Materials that address those skills, individualized instruction, and additional assistance and instructional time will be needed to support English learners who have limited academic experience. The materials must describe age-appropriate activities to teach reading and English-language development.</p>
7: Universal Access to the Language Arts Curriculum	Instructional Programs for English Learners: English-Language Development	426-428	<p><i>Stages of instruction.</i> From the earliest stages of their academic careers and in concert with instruction in reading and writing, English learners participate in an instructional program that supports their acquisition of informal English and teaches them the patterns of formal academic English. The instruction is designed to provide for students experiences with English that are understandable and meaningful and enable the students to communicate with peers and adults and thereby participate fully in the academic program.</p>

			<p>Students begin by learning basic social conventions, rudimentary classroom vocabulary, and ways to express personal and safety needs. They participate in language study in a variety of contexts ranging from informal classroom conversations to teacher-directed instruction in language forms and structures. Effective teachers use a variety of activities to introduce and reinforce language concept (e.g., singing, presenting dramas, reading aloud, using visuals and props, and practicing simple phrases and vocabulary).</p> <p>Teachers model and teach the language patterns and vocabulary needed to understand and participate in the study of the language arts and other content areas. They should not assume that students will use their newly acquired academic vocabulary in casual conversation. Instead, they should specifically plan student-to-student discussions in which the students are expected to practice their new vocabulary and understanding of language forms in substantive academic discussions. Students learn English phonology, morphology (including spelling and syllabication patterns), syntax, and semantics through teacher modeling, teacher-directed instruction, and classroom interaction. They build on classroom exposure and interaction with English sounds, word elements, sentence structure, and vocabulary through directed study and practice of the linguistic elements. Analysis of the elements of instruction and materials increases in sophistication as students progress through the grades and gain linguistic and academic competence. This purposeful study of the features of the English language, which involves instruction in oral and written language, is connected to the English–language arts content standards through the language arts and content-area instruction in which students participate daily.</p> <p><i>Instructional opportunities and materials.</i> Most important, teachers plan opportunities, supported by appropriate instructional materials, for students to produce language they have acquired, use language in academic interactions with peers and adults, and monitor and correct their oral and written language. Teachers create an environment in which students feel comfortable in risking the use of new and unfamiliar</p>
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			<p>language. Instructional materials describe for teachers the linguistic features of the most commonly spoken languages as they differ from English (e.g., analysis of similar and dissimilar sounds). Teachers apply the understanding of similarities and differences among the languages in planning instruction and use questioning and other strategies to foster substantive student discussion and participation. Emphasis is placed on the students' producing language in a variety of contexts and the teachers' eliciting student participation and thought.</p> <p>Students should receive specific, constructive feedback from their teachers regarding the accuracy of their oral and written work and their progress toward mastery of conventional English. Teachers should analyze students' errors to determine development in oral and written English and plan appropriate instruction to improve competence. Instructional materials contain assessment tools that assist teachers in the analysis and specifically address instruction in those areas as related to grade-level English–language arts standards.</p> <p>Instruction for English learners in academic language helps bring the students to a level of English proficiency comparable with that of their native English-speaking peers. English-language development occurs daily; is specifically identified within the curriculum of the school district and the school; and is supported by high-quality instructional materials, a sufficient amount of instructional time, and professional development for teachers. Language development and literacy instruction are integrated with the basic instructional materials and should be specifically identified in the teacher's edition as differentiated instruction for students not fully proficient in English. For students in grades three through twelve who are just learning English, instructional materials should be specially designed to provide intensive and extensive English-language development. Included should be development in oral and written vocabulary, reading instruction (as described in this framework), and systematic instruction in the forms and features of English. Publishers are encouraged to develop materials for those districts that choose to have students spend most of their school day receiving such instruction. The purpose of differentiated instruction in English is to move English learners as</p>
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			quickly as possible through stages of language proficiency and to enable them to achieve mastery of the English–language arts content standards.
8: Responsibilities and Support for Proficiency in the Language Arts	Responsibilities of the School Community: Local Educational Agencies	441	A major premise of local control within the state’s educational system centers on the quality of instruction offered to all students. Local educational agencies (LEAs) should establish a special priority for preventing reading difficulties affecting students from families living in poverty, students with disabilities, and English learners—all of whom constitute the fastest-growing segment of America’s school population. At the very least LEAs must set high standards for instruction and programs in the language arts. Determining what is of “high” instructional quality should, however, result from research and demonstration and not from a consensus of opinion among content experts, curriculum organizations, or personnel in a state agency or local educational agency.



CALIFORNIA STATE BOARD OF EDUCATION

APRIL 17, 2006 AGENDA

SUBJECT	
No Child Left Behind (NCLB) Act of 2001: Approve Supplemental Educational Services (SES) Providers for 2006-08	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the attached list of providers for SES.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At the January 2005 meeting, the SBE approved new SES regulations, plus the revised SES providers application and rubric. At the May, July, and September 2005 meetings, the SBE approved 263 providers for a two-year period (2005-07). April 2006 is the first time the SBE will approve SES providers using the annual process as required in the new regulations. Providers approved by the SBE will be approved from July 1, 2006, to June 30, 2008.

SUMMARY OF KEY ISSUES

Applications for potential providers were due to CDE on March 1, 2006. We received 67 applications to review. Of those, 57 applications were advanced for review at the Readers' Conference in March 2006.

SES to low-achieving, low-income students is required by Section 1116(e) of NCLB. The CDE is responsible for establishing a list of approved providers, as described in Section 1116 (e)(4) of NCLB. CDE issued a Request for Application (RFA) in January, 2006 for interested SES applicants. The RFA is posted on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ti/documents/suppapp06.doc>.

SES include "tutoring and other academic enrichment services" that are:

- Chosen by parents
- Provided outside the school day
- Research-based and demonstrate program effectiveness
- Designed specifically to increase the academic achievement of eligible children

SUMMARY OF KEY ISSUES (Cont.)

CDE evaluates each application against a four-point rubric based on the SBE-adopted criteria. Each application must address the following four elements of the criteria:

- Element I. Program
- Element II. Staff
- Element III. Research-based and high quality program effectiveness
- Element IV. Evaluation/Monitoring

The process for reviewing the applications is as follows:

- Title I Policy and Partnerships (TIPP) Office date-stamps all applications when received and checks all applications for completeness.
- CDE program consultants in a Readers' Conference review each application twice using SES scoring rubric based on SBE criteria. CDE program consultants also conduct specialized reviews regarding program effectiveness, services to English learners, services to students with disabilities, and on-line providers. There were 57 applications reviewed at the Readers' Conference in March 2006.
- TIPP manager reviews applications that have discrepant scores and a low rating.
- Application program descriptions are prepared and compiled for the SBE.

FISCAL ANALYSIS (AS APPROPRIATE)

Federal revenues are apportioned to LEAs to support the use of SES. LEAs must use a minimum of 5 percent and a maximum of 15 percent of the Title I, Part A, allocation for SES, unless a lesser amount is needed. Title V, Part A, Innovative Program funds can be also used to support SES.

ATTACHMENT(S)

Attachment 1: 2006-08 SES Application Summary (1 Page)

Attachment 2: Supplemental Educational Services Provider Information (2 Pages)

This document is not available for Web viewing. A printed copy is available for viewing in the State Board of Education office.

2006-08 Supplemental Educational Services Application Summary

CDE received 67 applications for the 2006 SES application period. Following is a summary of these applications.

Applications Recommended	18 (27% of 67) <ul style="list-style-type: none"> ○ On-line providers =0 ○ Services for English learners =2 ○ Services for students with disabilities =6
Incomplete Applications	10 (15% of 67) (Reasons included) <ul style="list-style-type: none"> ○ Not all pertinent assurances signed ○ Lack of demonstrated record of effectiveness ○ Insufficient supporting documentation, e.g., lack of proof of being legally constituted and qualified to do business in California and of being fiscally sound to operate as a provider
Applications Not Recommended	39 (58% of 67) (Reasons included) <ul style="list-style-type: none"> ○ Description of the instructional content, materials, and staff was unclear. ○ Application did not substantiate the research based for the proposed tutoring program. ○ Data to support program effectiveness were incomplete; there was a lack of applicant's demonstrated record of effectiveness.
Total	67

CDE staff used the four-point rubric approved by the State Board of Education in January 2005 to evaluate the applications. After State Board approval of the April 2006 list of recommended providers, CDE will post the list on its Web site. The list of providers approved at the April 2006 meeting will be in effect through June 30, 2008.

Distribution by Type of Provider

TYPE	Current Count (2005-07)	4/06 Recommendations (2006-08)	Total
NP	83	4	87
FP	109	9	118
COE	10	1	11
LEA/Non-PI	35	2	37
Charter School (non-PI)	1	0	1
IHE	3	0	3
FBO	15	1	16
Non-PI School	7	1	8
Total	263	18	281